

IN THE NAME OF ALLAH



Department of English, Zabid-College of Education, Hodeidah
University

Reading 2

For 1st Year-English-B.Ed. Students, of the Year 2017-2018, 2nd
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(For Private Circulation Only)

By

Dr. Abdullah M. M. Ali Shaghi, Assistant Professor of Linguistics
Department of English, Zabid-College of Education, Hodeidah
University

Introduction

This handout of Reading 2 is all from English for everyone: Reading Comprehension <http://www.englishforeveryone.org/>. Students are asked to skim and scan the passages. The objectives of the **Reading Comprehension Skills** are to enable the students to read a passage:

- To identify main idea/topic sentences
- To find specific information quickly
- To distinguish between relevant and irrelevant information according to purpose for reading
- To identify the number of paragraphs and sentences in the passage
- To recognize and interpret the purpose of the passage
- To recognize and interpret the tone of the passage
- To distinguish between fact and opinion

The reading comprehension worksheets teach students to think critically, draw inferences, understand scope and global concepts, find or recall details, and infer the meaning of useful vocabulary words. It includes:

Technical Intermediate Reading Comprehension Worksheets_1-4

In these reading comprehension worksheets, students are asked questions about the meaning, significance, intention, structure, inference, and vocabulary used in each passage. Each passage reads like an encyclopedic or technical journal article. Answers for worksheets in this section can be found at the end of each individual worksheet.

Informational Passages Reading Comprehension Worksheets_1-25

In these reading comprehension worksheets, students are asked questions about information they have read about a specific topic. Each passage reads similar to a newspaper or journal article, and provides interesting information about some aspect of history, nature, mechanics, science, art, and more. Questions involve critical thinking with a focus on logic and inference.

Critical Thinking Reading Comprehension Worksheets (Level_10_passages_1-5)

In this series, readers are tested on their ability to perform interpretations, make deductions, and infer the meaning of vocabulary words based on an informational passage.

Practice general questions about each passage.

You have to read carefully the above passage by skimming and scanning and then answer all the general questions given below by writing complete and full answers in the space provided below each question.

• Intermediate Critical Reading - Clocks

Clocks are used to measure time. Clocks are used to show the time. Clocks are used so that people can agree on the time.

5 People use clocks to measure units of time that are shorter than natural units. Natural units are the day, the month, and the year. The sun rises at the beginning of each day. The moon is new at the beginning of each month. The sun appears at the same place in the sky at the beginning of each year.

10 The clock is a very old invention. Sundials were used in ancient times. Sundials work by measuring shadows that are cast by the sun. Candle clocks were used a very long time ago. Candle clocks work by measuring the time it takes for the wax to melt. Hourglasses are similar to candle clocks because they also measure the time it takes for something to happen. Hourglasses work by measuring the time it takes for sand to pour through a small opening into a glass. Mechanical clocks appeared in the 13th century in Europe. They work with a system of moving gears. The gears always move at the same speed. Pendulum clocks work with a swinging weight. The swinging weight is called a pendulum. The pendulum makes the clock parts move.

15 Now people typically use mechanical clocks or digital clocks. Digital clocks show numbers on a screen. The numbers represent the time. Some people use auditory clocks. Auditory clocks use language to tell the time aloud. Computers also use clocks. Computers use internal clocks in order to work properly.

20 In today's world, clocks are everywhere — in homes, schools, offices, and public places. Many people live their lives according to the clock. People go to work and return home according to the clock. School days start and end according to the clock. Airplanes take off and land according to the clock. It is fun to imagine a world without clocks!

Questions

1. According to the passage, which of the following statements is/are true?

- I) The clock is people's oldest invention.
- II) Sundials were the first kind of clock that people invented.
- III) Mechanical clocks contain gears.

- A) I only
- B) II only
- C) III only
- D) I and II only
- E) II and III only

2. What is the main idea of the third paragraph?

- A) Why clocks are used
- B) How sundials work
- C) How hourglasses are similar to candle clocks
- D) What types of clocks have been invented
- E) How mechanical clocks are different from digital clocks

3. In line 16, *auditory* most closely means

- A) related to machines
- B) related to numbers
- C) related to hearing
- D) related to moving parts
- E) related to the sun

Answers and Explanations

1. The correct answer is **C**.

- I) Incorrect. While line 7 states that “The clock is a *very old* invention,” it does **not** state that the clock is people’s *oldest* invention.
- II) Incorrect. While line 7 states that “Sundials were used in ancient times,” there is **no** mention of whether it was the *oldest* type of clock.
- III) Correct. Lines 11-12 state that “Mechanical clocks appeared in the 13th century in Europe. They work with a system of moving gears.”

- A) I only
- B) II only
- C) III only
- D) I and II only
- E) II and III only

2. The correct answer is **D**.

- A) Incorrect. Line 3 in **paragraph 2** explains *why clocks are used* with the statement “People use clocks to measure units of time that are shorter than natural units.”
- B) Incorrect. While lines 7-8 explain *how sundials work* with the statement “Sundials work by measuring shadows that are cast by the sun,” this is **only one** explanation of how a type of clock works in a *series* of types of clocks and their workings. This is **not** the *main idea of the paragraph*.
- C) Incorrect. While lines 9-10 explain *how hourglasses are similar to candle clocks*, this is **only one** explanation of how these clocks work in a *series* of types of clocks and how they work. This is **not** the *main idea of the paragraph*.
- D) Correct. The paragraph is a listing of various types of clocks and how they work.
- E) Incorrect. While lines 12-13 explain *what mechanical clocks are* and how they work by stating “Mechanical clocks appeared in the 13th century in Europe. They work with a system of moving gears. The gears always move at the same speed,” there is **no** mention of *digital clocks* in paragraph 3. More information is given about *mechanical clocks* and *digital clocks* in paragraph 4: “Now people usually use *mechanical clocks* or *digital clocks*. *Digital clocks* show numbers on a screen. The numbers represent the time.”

3. The correct answer is **C**.

- A) Incorrect. Lines 15-17 tell about **three** kinds of clocks – *mechanical*, *digital*, and *auditory*. Since these words are related to **three different** types of clocks, *auditory* **cannot** mean *mechanical*.

B) Incorrect. Lines 15-17 tell about **three** kinds of clocks – mechanical, digital, and auditory. Lines 15–16 state that “Digital clocks show *numbers* on a screen.” Since *numbers* on a screen are related to digital clocks, it is **unlikely** that the word *auditory* is related to *numbers*.

C) Correct. Since line 17 states that “Auditory clocks use language to tell the time *aloud*,” and *hearing* the sense which would be associated with time told *aloud*, it is **very likely** that the word *auditory* is related to *hearing*.

D) Incorrect. Lines 15-17 tell about **three** types of clocks – *mechanical*, digital, and *auditory*. Since lines 12-13 state that “Mechanical clocks appeared in the 13th century in Europe.” and “They work with a system of *moving gears*,” it seems that *mechanical* clocks are related to *moving parts*, **not** primarily *auditory* clocks. So the word *auditory* is most likely **not** related to *moving parts*.

E) Incorrect. Lines 15-17 tell about three types of clocks – mechanical, digital, and auditory. The *sun* is mentioned in lines 6-8 with the sentences “Sundials were used in ancient times. Sundials work by measuring shadows that are cast by the *sun*.” Sundials were invented long before other clocks mentioned in this passage. It is **unlikely** that the word *auditory* is related to the *sun*.

• Intermediate Critical Reading – The Robin

The North American Robin is usually called the “robin.” The robin is a bird. The male robin has a bright red breast. The robin has a cheerful song.

Robins live throughout North America. They live in Canada. They live in Alaska. They live in the 48 lower states. In the winter, robins go south. In the winter, some robins go to central Mexico. Some robins go to the Pacific coast.

Robins eat during the day. Robins eat beetles. Robins eat berries. Robins eat fruits. Robins eat about 40% invertebrates like beetles and grubs. Robins eat about 60% fruits and berries. Mother robins find food for baby robins. Father robins find food for baby robins. Baby robins eat worms. Baby robins eat other soft-bodied animals too.

10 Squirrels prey on robin eggs and baby robins. Snakes prey on baby robins and robin eggs. Some other birds prey on baby robins and robin eggs. Blue jays prey on baby robins and robin eggs. Crows prey on baby robins and robin eggs. Hawks prey on adult robins. Cats prey on adult robins. Snakes prey on adult robins.

15 To stay safe, robins stay vigilant. Robins pay close attention to their surroundings. When they gather in groups, they watch other robins for signs of danger. Robins give loud warning calls when a dangerous predator approaches. Although robins are territorial, they band together for protection from predators.

The robin is a sign a spring. Some people think that seeing the first robin of springtime brings good luck.

Questions

1. According to the passage, which of the following statements is/are true?

- I) Some robins go to South America during the winter.
- II) The female robin has a bright red breast.
- III) Cats hunt adult robins.

- A) I only
- B) II only
- C) III only
- D) I and II only
- E) II and III only

2. What is the main idea of the fourth paragraph?

- A) Squirrels hunt baby robins.
- B) Other animals prey on robins.
- C) Adult robins do not care for their young.
- D) Crows and hawks hunt adult robins.
- E) Other birds steal robin eggs.

3. In line 14, *vigilant* most closely means

- A) attentive
- B) dangerous
- C) noisy
- D) safe
- E) territorial

Answers and Explanations

1. The correct answer is **C**.

- I) Incorrect. Lines 4-5 state that “In the winter some robins go to central Mexico. Some robins go to the Pacific coast.” While some robins **may** go to Central America during the winter, there is **no** information *in the passage* about Central America.
- II) Incorrect. Lines 1-2 state that “The *male* robin has a bright red breast.” There is **no** mention of the coloring of the *female* robin.
- III) Correct. Line 13 states that “Cats prey on adult robins.” To *prey on* means to *hunt*, so it is **true** that *cats hunt adult robins*.

A) I only
B) II only
C) III only
D) I and II only
E) II and III only

2. The correct answer is **B**.

- A) Incorrect. While line 10 states that “Squirrels prey on robin eggs and baby robins,” the paragraph goes on to list other animals which prey on, or hunt, robins and their eggs. So the *main idea* does **not** center on *squirrels*, but rather on animals which prey on robins and their eggs.
- B) Correct. Lines 10-12 list the animals which prey on baby robins and robin eggs. Lines 12-13 list animals which prey on adult robins. Therefore, the entire paragraph is centered on *animals which prey on robins*.
- C) Incorrect. While lines 10-12 list animals which prey on *baby robins and robin eggs*, and lines 12-13 list animals which prey on *adult* robins, there is **no** mention that the **adult robins do not care for their young**.
- D) Incorrect. Lines 12-13 state that “Crows prey on baby robins and robin eggs. Hawks prey on adult robins.” However, there is **no** mention that *crows prey on adult robins or that hawks prey on baby robins and robin eggs*.
- E) Incorrect. While lines 10-12 state that some animals prey on baby robins and robin eggs, the main idea does **not** center on the *robin eggs*, but rather on the animals which prey on robins.

3. The correct answer is **A**.

- A) Correct. According to line 14, “To stay safe, robins are *vigilant*. Robins pay close *attention* to their surroundings.” *Vigilant* robins are robins which pay close *attention* to their surroundings. To pay *attention* means to be *attentive*. Therefore, *vigilant* must mean *attentive*.
- B) Incorrect. According to lines 14-16, “To stay safe, robins are *vigilant*. Robins pay close attention to their surroundings. When they gather in groups, they watch other robins for signs of *danger*.” Since *vigilant* robins watch for signs of *danger*, it stands to reason that the word *vigilant* does **not** mean *dangerous*.
- C) Incorrect. According to lines 14-16, “To stay safe, robins are *vigilant*. Robins pay close attention to their surroundings. When they gather in groups, they watch other robins for

signs of danger. Robins give *loud warning calls* when a dangerous predator approaches.” Although vigilant robins do give *loud or noisy* warning calls in when there is a dangerous predator in the area, the other sentences in the paragraph center on the attentiveness, the watchfulness, and the awareness of danger that robins possess. So their *noisiness* seems to stem from their *vigilance*, but *noisy* does **not** mean the same as *vigilant*.

- D) Incorrect. According to line 14, “To stay *safe*, robins are *vigilant*.” While *vigilance* and *safety* seem to **go together**, they do **not** have the same meaning. So the word *safe* does **not** mean the same as *vigilant*.
- E) Incorrect. The paragraph states, “To stay safe, robins are *vigilant*. … Although robins are *territorial*, they band together for protection from predators.” While banding together for protection is a way of staying safe or to find protection from predators, robins are also said to be *territorial*. Being *territorial* seems to mean something **very different** from banding together. Therefore, if birds are *vigilant* for safety and if they also band together for safety, *vigilant* cannot mean the same as *territorial*.

• Intermediate Critical Reading – Hybrid Vehicles

A hybrid vehicle is a vehicle which uses two or more kinds of propulsion. Most hybrid vehicles use a conventional gasoline engine as well as an electric motor to provide power to the vehicle. These are usually called hybrid-electric-vehicles, or HEVs. Hybrids use two types of propulsion in order to use gasoline more efficiently than conventional vehicles do. Most hybrid

5 vehicles use the gasoline engine as a generator which sends power to the electric motor. The electric motor then powers the car. In conventional vehicles, the gasoline engine powers the vehicle directly.

Since the main purpose of using a hybrid system is to efficiently use resources, most hybrid vehicles also use other efficient systems. Most hybrid vehicles have regenerative braking systems. In conventional vehicles, the gasoline engine powers the brakes, and the energy used in braking is lost. In regenerative braking systems, the energy lost in braking is sent back into the electrical battery for use in powering the vehicle. Some hybrid vehicles use periodic engine shut-off as a gas-saving feature. When the vehicle is in idle, the engine temporarily turns off. When the vehicle is put back in gear, the engine comes back on. Some hybrids use tires made of a stiff material which rolls easily and prevents drag on the vehicle.

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Hybrid vehicles save up to 30% of the fuel used in conventional vehicles. Since hybrid vehicles use less gasoline, the cost of operating them is less than the cost of operating conventional vehicles. Therefore, hybrid vehicles are gaining in popularity. According to a recent study, over the five years it typically takes for a person to pay for a car, a typical hybrid

20 car driver would save over \$6,000 in gasoline costs. Almost all the world's major automakers are planning and producing safe and comfortable hybrid vehicles to meet the demand for these increasingly popular vehicles.

Although hybrid vehicles do represent a marked improvement in environmentally conscious engineering, there still remains one significant potential drawback: battery disposal. Batteries are difficult to dispose of in an environmentally safe manner. To properly dispose of the battery in a hybrid car requires substantial effort. If the battery is not disposed of properly, the environmental impact of a hybrid car can be equal, if not greater than, that of a regular gas only car.

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Since hybrid vehicles use less gasoline than conventional vehicles, they put fewer emissions into the atmosphere than conventional vehicles do. As hybrids become more popular, conventional vehicles are being used less, and the level of emissions being put into the air is decreasing. Hybrid vehicles are an example of an energy-efficient technology that is good for both consumers and the environment.

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Questions

1. According to the passage, which of the following statements is/are true?
 - I) Two braking systems are used in most hybrid vehicles.
 - II) Approximately 30% of vehicles on the road are hybrid vehicles.
 - III) Some HEVs have engines which turn off when the vehicle is not moving.
 - A) I only
 - B) II only
 - C) III only
 - D) I and II only
 - E) II and III only
2. According to the passage, HEVs use two types of propulsion mainly in order to
 - A) go faster.
 - B) use gasoline efficiently.
 - C) provide a comfortable ride.
 - D) provide a safe driving experience.
 - E) put fewer emissions into the atmosphere.
3. In line 9, *regenerative* most closely means
 - A) electric
 - B) gasoline
 - C) powerful
 - D) restorative
 - E) second-generation
4. In the context of the passage, which of the following best articulates how the author regards the topic?
 - A) Conventional vehicles may be more powerful than hybrid vehicles, but hybrid vehicles are the more socially responsible vehicles to operate.
 - B) Since hybrid vehicles use less gasoline and put fewer emissions into the atmosphere than conventional vehicles, they are better for drivers and for the environment.
 - C) Conventional vehicles are faster than hybrid vehicles, but hybrid vehicles are better for the environment than conventional vehicles.
 - D) Since hybrid vehicles are much less expensive to purchase and operate than conventional vehicles, they are a smarter buy than conventional vehicles.
 - E) Two sources of propulsion provide more power to a hybrid vehicle, making it more powerful and faster than a conventional vehicle, so it is more socially responsible to buy a conventional vehicle.

Answers and Explanations

1. The correct answer is **C**.

- I) Incorrect. According to line 1, “A hybrid vehicle is a vehicle which uses two or more kinds of *propulsion*,” **not** *braking systems*. While line 9 states that “Most hybrid vehicles have regenerative braking systems,” there is **no** mention that they use any additional type of braking system.
- II) Incorrect. While line 16 states that “Hybrid vehicles save up to 30% of the fuel used in conventional vehicles,” there is **no** mention of the percentage of hybrid vehicles on the road.
- III) Correct. Some HEVs have engines which turn off when the vehicle is not moving. According to line 13, “When the vehicle is in idle, the engine temporarily turns off.”
 - A) I only
 - B) II only
 - C) III only
 - D) I and II only
 - E) II and III only

2. The correct answer is **B**.

- A) Incorrect. There is **no** mention of the vehicles’ speed anywhere in the passage.
- B) Correct. According to line 8, “the *main* purpose of using a hybrid system is to efficiently use resources,” and lines 16–17 and 23 state that “hybrid vehicles use less gasoline,” and since the fuel source, or *resource*, of conventional vehicles is *gasoline*, this is the correct answer.
- C) Incorrect. While line 21 states that “automakers are planning and producing safe and *comfortable* hybrid vehicles,” line 8 states that “the *main* purpose of using a hybrid system is to efficiently use resources.”
- D) Incorrect. While line 21 states that “automakers are planning and producing *safe* and comfortable hybrid vehicles,” line 8 states that “the *main* purpose of using a hybrid system is to efficiently use resources.”
- E) Incorrect. While lines 29–30 state that hybrid vehicles “*put fewer emissions into the atmosphere* than conventional vehicles do,” line 8 states that “the *main* purpose of using a hybrid system is to efficiently use resources.”

3. The correct answer is **D**.

- A) Incorrect. According to lines 11–12, “In *regenerative* braking systems, the energy lost in braking is sent back into the electrical battery for use in powering the vehicle.” If the braking systems were *electric*, the energy would come from the electric system; it would not be sent to the electrical system. So *regenerative* **cannot** mean *electric*.
- B) Incorrect. According to lines 10–12, “In conventional vehicles, the *gasoline* engine powers the brakes, and the energy used in braking is lost. In *regenerative* braking systems, the energy lost in braking is sent back into the electrical battery for use in

powering the vehicle.” Since *gasoline* engines are compared to systems which use *regenerative* braking, *gasoline* **cannot** mean the same as *regenerative*.

C) Incorrect. Lines 8–9 state that “most hybrid vehicles also use other *efficient* systems. Most hybrid vehicles have *regenerative* braking systems.” Although it is possible that an *efficient* system could be *powerful*, power is not its main attribute – efficiency is. So it is **unlikely** that *regenerative* means *powerful*.

D) Correct. According to lines 11–12, “In *regenerative* braking systems, the energy lost in braking is *sent back* into the electrical battery for use in powering the vehicle.” So the energy puts *back* or *restores* the electrical battery’s power, which means that the word *regenerative* is **likely** to mean *restorative*.

E) Incorrect. Since the word *regenerative* contains the prefix *re-* and the root word *generative*, it seems logical that it could mean *second-generation*, especially coupled with the idea that hybrid vehicles are a new type or new generation of vehicles. However, the sentence in lines 11–12, “In *regenerative* braking systems, the energy lost in braking is sent back into the electrical battery for use in powering the vehicle” seems to indicate that the word *regenerative* describes the *action or function* of the braking system **rather than** its place in vehicular genealogy.

4. The correct answer is **B**.

A) Incorrect. While it may be true that conventional vehicles are more powerful than hybrid vehicles, there is **no** mention **in the passage** that conventional vehicles are more powerful than hybrid vehicles.

B) Correct. In the last paragraph, the author makes all of these points. Lines 16–17 state that “Since hybrid vehicles use less gasoline than conventional vehicles, they put fewer emissions into the atmosphere than conventional vehicles do.” Lines 32–33 state that “Hybrid vehicles are an example of an energy–efficient technology that is good for both consumers and the environment.” The author does mention the potential drawbacks in improper battery disposal, but this does not contradict their overall view regarding the benefit of hybrid vehicle usage.

C) Incorrect. While it may be true that conventional vehicles are faster than hybrid vehicles, there is **no** mention **in the passage** that conventional vehicles are faster than hybrid vehicles.

D) Incorrect. While lines 16–17 state that “Since hybrid vehicles use less gasoline, the cost of *operating* them is less than the cost of operating conventional vehicles,” there is **no** mention of the cost of *purchasing* hybrid vehicles.

E) Incorrect. There is **no** mention in the passage that two sources of propulsion make the hybrid vehicle either more powerful or faster.

• Intermediate Critical Reading - Photography

In 1760, a man named Tiphaigne de la Roche made a bizarre prediction. In an imaginary story called Giphantie, mirror images of scenes from nature could be captured permanently on a canvas covered with a sticky material. After the material dried in darkness, the image would remain on the canvas forever. At the time, the idea was unheard of. It was not until the following century that the concept of photography was born, starting with some experiments by Nicéphore Niépce.

Nicéphore Niépce, who was a French inventor, was interested in lithography, which is a printmaking technique. He was experimenting with lithography when he found a way of copying etchings onto glass and pewter plates using a chemical that changes when it is exposed to light.

He learned to burn images onto the plates and then print the images on paper. He shared his findings with Louis Jacques Mandé Daguerre, who improved the process and announced it to the French Academy of Sciences in 1839. The Daguerreotype, the photography method named after Daguerre, met with great success. It was so successful, in fact, that French newspapers said the French public had an illness called *Daguerreotypomania!* Daguerreotypes were inexpensive and were suitable for portraiture. People called the Daguerreotype a “mirror with a memory.” Some portrait artists went out of business when Daguerreotypes came into vogue. Others became Daguerreotypists, now known as photographers.

Photography took off and today includes You Tube fans, I-Reporters, and everybody with a cell phone camera. Today photography captures life around the globe. The bizarre prediction of Mr. de la Roche has come true, and then some.

But how was the prediction of mirror-image pictures made in the first place? Was de la Roche’s prediction of mirror-image photography just a lucky guess? Or was the Daguerreotype a picture-perfect case of life imitating art?

Questions

1. According to the passage, which of the following statements is/are true?
 - I) Photographic images were shown in de la Roche's book *Giphantie*.
 - II) Nicéphore Niépce experimented with printmaking.
 - III) Louis Jacques Mandé Daguerre invented photography.
 - A) I only
 - B) II only
 - C) III only
 - D) I and II only
 - E) II and III only
2. In line 1, *bizarre* most closely means
 - A) common
 - B) humorous
 - C) obvious
 - D) popular
 - E) strange
3. In the context of the passage, which of the following best articulates the author's opinion?
 - A) It is hard to know how de le Roche predicted a photographic-type process a full century before photography was invented.
 - B) It is hard to draw a comparison between early Daguerreotypists and modern-day photographers.
 - C) It was inaccurate to say that the Daguerreotype was a "mirror with a memory," since the images were not reversed.
 - D) It is difficult to understand why the French public preferred Daguerreotypes to painted portraiture.
 - E) It was difficult for portrait artists to acquire the skills necessary to become Daguerreotypists.

Answers and Explanations

1. The correct answer is **B**.

I) Incorrect. Photographic images were **not** shown in de la Roche's book *Giphantie*. According to lines 1-3, "In an *imaginary* story called *Giphantie*, mirror images of scenes from nature could be captured permanently on a canvas ..." Since the story was an imaginary story about images, the images were not shown. Further, according to line 1, the story was a *prediction*, which tells about something that does not yet exist.

II) Correct. According to lines 6-7, "Nicéphore Niépce, who was a French inventor, was interested in lithography, which is a printmaking technique. He was experimenting with lithography ..." Since he was experimenting with lithography, and lithography is a type of printmaking, then he was experimenting with printmaking.

III) Incorrect. It is **not** stated in the passage that Daguerre invented photography. According to line 10, Daguerre *improved* the process which had been shared with him by Nicéphore Niépce.

A) I only
B) II only
C) III only
D) I and II only
E) II and III only

2. The correct answer is **C**.

A) Incorrect. The prediction could **not** have been common. According to line 4, "At the time, the idea was *unheard of*." When something is *unheard of*, it is very uncommon or completely nonexistent.

B) Incorrect. The story was *imaginary* (line 1), and the idea was *unheard of* (line 4), and while some imaginary stories might be humorous, there is **nothing** which indicates that the prediction was *humorous*.

C) Incorrect. Something which is *obvious* is easy to see. Since the prediction was made in an *imaginary* story (line 1), the idea was *unheard of* (line 4), and photography was not invented until the following century (lines 4-5), all stated in the first paragraph, the prediction could **not** have been *obvious*.

D) Incorrect. The prediction could not have been *popular*. In order for something to be popular, it must be well-known. Since this idea was *unheard of*, according to line 4, it was **not** well-known, and therefore it was **not** *popular*.

E) Correct. The prediction was *strange*.

3. The correct answer is **A**.

25 A) Correct. The last paragraph shows the author's difficulty understanding how the

prediction was made. “But how was the prediction of mirror-image pictures made in the first place? Was de la Roche’s prediction of mirror-image photography just a lucky guess? Or was the Daguerreotype a picture-perfect case of life imitating art?”

- B) Incorrect. In lines 14-15, the author writes, “Others became Daguerreotypists, now known as photographers.” Here the author states that Daguerreotypists are the *same* as photographers, so she has **no** difficulty comparing them.
- C) Incorrect. Although may be true that the phrase is inaccurate, there was **no** mention that the term “mirror with a memory” was inaccurate.
- D) Incorrect. In lines 12-14, the author writes, “It was so successful, in fact, that French newspapers said the French public had an illness called *Daguerreotypomania!* Daguerreotypes were inexpensive and were suitable for portraiture,” which shows that the French public liked Daguerreotypes because they were inexpensive and suitable for portraiture.
- E) Incorrect. In lines 14-15, the author writes, “Others (other portrait artists) became Daguerreotypists, now known as photographers.” There was **no** mention of the difficulty of acquiring photography skills.



“Helicopters”

Reading Comprehension – Informational Passages

Directions: Read the passage. Then answer questions about the passage below.

Helicopters are very different from airplanes. They can do three things that airplanes cannot do. First, when airplanes move upward, they must also move forward, but helicopters can move straight up without moving ahead. Second, helicopters can fly backward, which airplanes cannot do. Third, helicopters can use their rotors to **hover** in the air (stay in one place) which is impossible for planes.

Because helicopters can **perform** actions that airplanes cannot, they are used for different tasks. Since helicopters can take off without moving forward, they do not need a runway for takeoff. They are used in **congested** areas where there is no room for airplanes or in **isolated** areas which do not have airports. Because they can hover, they are used on firefighting missions to drop water on fires. They are used in logging operations to lift trees out of forests. Helicopters are used as air ambulances to airlift patients out of situations which are difficult to reach by **conventional** ambulances. The police use helicopters to follow suspects on the ground or to search for cars on the ground. Of course, helicopters have military uses because of their design and capabilities.

Questions:

1) Helicopters are able to...

- A. move straight up.
- B. fly backward.
- C. hover.
- D. All of the above



2) When airplanes move upward...

- A. they must move forward.
- B. they must move sideways.
- C. they must move backwards.
- D. Both A and B are correct.

3) Helicopters are used in firefighting because...

- A. they can reach difficult spots.
- B. they can hover above the fire.
- C. their rotors can put out the fire.
- D. Both A and B are correct.

4) How are helicopters used as ambulances?

- A. They chase suspects on the ground.
- B. They airlift people out of accidents.
- C. They can drop water on fires.
- D. They lift trees out of forests.

5) Why don't helicopters need runways?

- A. They can take off without moving forward.
- B. They can hover in the air.
- C. They can fly backward.
- D. They are small.



Vocabulary:

1) **Hover** means...

- A. stay in one place in the air.
- B. move straight up in the air.
- C. go backwards in the air.
- D. fly sideways.

2) The best synonym for **perform** is...

- A. fly.
- B. do.
- C. lift.
- D. can.



3) If an area is **congested** it is...

- A. crowded.
- B. popular.
- C. cut off.
- D. in the city.

4) If an area is **isolated** it is...

- A. crowded.
- B. popular.
- C. cut off.
- D. in the city.



5) **Conventional** means...

- A. for a large group of people.
- B. created for the first time.
- C. for emergency use.
- D. regular.



“Yellowstone”

Reading Comprehension – Informational Passages (5)

Directions: Read the passage. Then answer questions about the passage below.

Yellowstone National Park is in the U.S. states of Wyoming, Idaho, and Montana. It became the first National Park in 1872. There are geysers and hot springs at Yellowstone. There are also many animals at Yellowstone. There are elk, bison, sheep, grizzly bears, black bears, moose, coyotes, and more.

More than 3 million people visit Yellowstone National Park each year. During the winter, visitors can ski or go snowmobiling there. There are also snow coaches that give tours. Visitors can see **steam** (vapor water) come from the geysers. During other seasons, visitors can go boating or fishing. People can ride horses there. There are nature trails and tours. Most visitors want to see Old Faithful, a very **predictable** geyser at Yellowstone. Visitors can check a schedule to see the exact time that Old Faithful is going to erupt. There are many other geysers and boiling springs in the area. Great Fountain Geyser erupts every 11 hours. Excelsior Geyser produces 4,000 gallons of **boiling** water each minute! Boiling water is 100 degrees Celsius, or 212 degrees Fahrenheit – that's very hot! People also like to see the Grand Prismatic Spring. It is the largest hot spring in the park. It has many beautiful colors. The beautiful colors are caused by **bacteria** in the water. These are forms of life that have only one cell. Different bacteria live in different water **temperatures**. Visiting Yellowstone National Park can be a week-long vacation or more. It is beautiful, and there are activities for everyone.

Questions:

1) What is Yellowstone?

- A. A park
- B. A geyser
- C. A mountain
- D. A hot spring

2) Old Faithful is a...

- A. river.
- B. trail.
- C. passage.
- D. geyser.

3) Great Fountain Geyser erupts every 11...

- A. minutes.
- B. hours.
- C. days.
- D. months.

4) The largest hot spring in the park is...

- A. Excelsior
- B. Old Faithful
- C. Great Fountain
- D. Grand Prismatic

5) What causes colors in the springs?

- A. sunlight
- B. bacteria
- C. eruptions
- D. temperatures



Vocabulary:

1) **Steam** is...

- A. snow.
- B. running water.
- C. freezing water.
- D. water in vapor form.



2) Something **predictable** is something...

- A. people enjoy.
- B. people talk about.
- C. people know in advance.
- D. people pay for in advance.

3) **Boiling** water is...

- A. 0 degrees C. or 32 degrees F.
- B. 100 degrees C. or 212 degrees F.
- C. very hot.
- D. Both B and C are correct.

4) What are **bacteria**?

- A. Forms of life with one cell
- B. Multi-celled organisms
- C. Sunshine
- D. Various types of water.

5) Different **temperatures** are different...

- A. levels of heat and cold.
- B. amounts of water.
- C. levels of rainfall.
- D. colors of water.



“Empress of the Blues”

Reading Comprehension – Informational Passages

Directions: Read the passage. Then answer questions about the passage below.

Bessie Smith was the “Empress of the Blues.” But long before she earned that title, she and her brother Andrew performed on the streets of Chattanooga, Tennessee. They came from an **impoverished** family, so they needed to earn money for their household. He danced, and she sang. The two often performed in front of the White Elephant Saloon, a tavern in the city’s African-American community.

In 1912, Bessie Smith met Gertrude “Ma” Rainey (known as the “Mother of the Blues.”) Smith joined Ma’s vaudeville act and became a popular Blues singer. In the 1920s, Bessie Smith **starred** in the Broadway musical *How Come?* In 1923, she made her first record, “Gulf Coast Blues” and “Down Hearted Blues.” It sold 800,000 copies. She made records with some of the most famous Jazz musicians of that **era**, including James P. Johnson, Coleman Hawkins, and Louis Armstrong. One of her most famous recordings was “St. Louis Blues,” recorded in 1929 with Louis Armstrong. She was the highest paid black singer of that time. She made 160 records. But the Depression in the 1930s was not good for her **career**. Columbia Records dropped her in the 1930s. She died in 1937.

Today Bessie Smith is still remembered as the “Empress of the Blues.” Bessie Smith was **admitted** into the Rock and Roll Hall of Fame in 1989.

Questions:

- 1) What was Bessie Smith called?
 - A. “Ma”
 - B. “Ma Blue”
 - C. “Mother of the Blues.”
 - D. “Empress of the Blues.”
- 2) Bessie and Andrew Smith performed...
 - A. in the White Elephant Saloon.
 - B. in Chattanooga, Tennessee.
 - C. on Broadway.
 - D. in a tavern.
- 3) When did Smith make her first record?
 - A. 1912
 - B. 1920
 - C. 1923
 - D. 1929
- 4) Smith recorded “St. Louis Blues” with...
 - A. Louis Armstrong
 - B. James P. Johnson
 - C. Coleman Hawkins
 - D. None of the above
- 5) Which company did Smith record for?
 - A. White Elephant
 - B. Broadway
 - C. Columbia
 - D. None of the above

Vocabulary:

- 1) **Impoverished** means...
 - A. very poor.
 - B. very humble.
 - C. very talented.
 - D. very important.
- 2) Another way to say **starred** is...
 - A. was a central part of.
 - B. was in control of.
 - C. directed.
 - D. negotiated.
- 3) An **era** is...
 - A. a recording.
 - B. a sound.
 - C. a period of time.
 - D. a group of songs.
- 4) What is a **career**?
 - A. Lifelong work
 - B. Part-time job
 - C. Health
 - D. Voice
- 5) Another way to say **admitted** is...
 - A. enrolled.
 - B. registered.
 - C. allowed in.
 - D. All of the above





“Cacti”

Reading Comprehension – Informational Passages

Directions: Read the passage. Then answer questions about the passage below.

The cactus is a plant which grows in very hot, dry places. They do not have leaves. Instead, they have spiny needles which stick out of their stems. There are many shapes of the cactus. Some are small and round. Others are tall like columns or **pillars**. Some are shaped like tubes or bells. Some are shaped like wheels. Some grow as trees or shrubs. Others grow as ground cover. Cactus flowers are big, and some of them **bloom** at night. Their flowers come out at night because they are **pollinated** by insects or small animals that come out at night. Insects and small animals carry pollen from one cactus to another.

Most cacti live in North and South America. Others live in Africa, Madagascar, and Sri Lanka.

Cacti do not have very large leaves because large leaves would allow the water to **evaporate**. When water evaporates, it changes from a liquid to a gas. When it becomes a gas, it is light enough to move through the air. That would be bad for the cactus because the cactus needs the water to live.

Some cacti have waxy coatings on their stems, so that water will run down the stem to the roots. Cacti can **absorb** water from fog in the air, since it does not rain very much in the desert. Most cacti have long roots which can spread out close to the surface so they can absorb a lot of water on the occasions when it rains.

Questions:

1) What do cacti have instead of leaves?

- A. Stems
- B. Tubes
- C. Pillars
- D. Needles



2) How are cacti shaped?

- A. Like balls
- B. Like tubes
- C. Like wheels
- D. All of the above

3) Where do most cacti grow?

- A. North and South America
- B. Southern Europe
- C. Antarctica
- D. Asia

4) Cacti prevent evaporation of water by...

- A. growing small leaves.
- B. growing small stems.
- C. growing large leaves.
- D. growing deep roots.

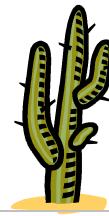
5) Some cacti...

- A. bloom at night.
- B. grow as vines.
- C. grow as shrubs.
- D. Both A and C are correct.

Vocabulary:

1) **Pillars** are...

- A. small balls.
- B. long tubes.
- C. tall columns.
- D. Both A and C



2) When cacti **bloom**...

- A. their flowers fall off.
- B. their flowers come out.
- C. they are eaten by insects.
- D. they are eaten by small animals.

3) When cacti are **pollinated**, their pollen...

- A. is carried from one cactus to another.
- B. is eaten by small animals.
- C. is eaten by insects.
- D. Both B and C are correct.

4) When water **evaporates**, it...

- A. changes from gas to liquid.
- B. changes from liquid to gas.
- C. changes from liquid to solid.
- D. is absorbed by the stem of the cactus.

5) A synonym for “**absorb**” is...

- A. soak up.
- B. drink in.
- C. consume.
- D. All of the above



“Space Exploration - Voyagers 1 and 2”

Reading Comprehension – Informational Passages ⁽⁵⁾

Directions: Read the passage. Then answer questions about the passage below.

The Voyager 1 and 2 spacecrafts left Earth in 1977 on a five-year **mission**. Their mission was to reach Jupiter and Saturn and send information back to earth about them. Jupiter and Saturn are the largest planets in the solar system. In 1981, they finished their mission. But, they kept going. Scientists decided to plan a longer trip for them: they would travel even further until they reached Uranus and Neptune.

Voyagers 1 and 2 are very **efficient**. They were built with no moving parts. They use the breakdown, or the **decay**, of the space element “plutonium” to create fuel. They can each get the **equivalent** of 30,000 miles per gallon of gasoline! They were made to be able to work in radioactive **environments**. The “gas giants” – Jupiter, Saturn, Uranus, and Neptune – are very radioactive places.

So far, Voyagers 1 and 2 have sent information back to Earth from farther away than any other spacecraft. Scientists have learned about the atmospheres, interiors, and rings of the gas giant stars. They have also learned about the moon of these stars. Scientists think that they will keep getting information from Voyagers 1 and 2 until about 2020. At that time, the power on the Voyagers 1 and 2 will not be strong enough to send information back to Earth.

Questions:

1) What are Voyagers 1 and 2?

- A. Moons
- B. Planets
- C. Spacecrafts
- D. Information

2) The largest planets in the solar system...

- A. are Neptune and Jupiter.
- B. are Neptune and Saturn.
- C. are Jupiter and Saturn.
- D. are Uranus and Saturn.

3) What do the spacecrafts use for fuel?

- A. Plutonium
- B. Gasoline
- C. Space
- D. Nitrogen



4) What happened in 1981?

- A. The Voyagers started their mission.
- B. The Voyagers finished their mission.
- C. The Voyagers reached Jupiter and Saturn.
- D. The Voyagers reached Uranus and Neptune.
- E. Both B and C are correct.

5) Information from Voyager will come ...

- A. until 2010.
- B. until 2015.
- C. until 2020.
- D. forever.

Vocabulary:

1) A **mission** is a...

- A. job or occupation.
- B. trip or outing.
- C. plan or goal.
- D. moon.
- E. idea.



2) Another way to say **efficient** is...

- A. productive without wasting much.
- B. radioactive and dangerous.
- C. very informative.
- D. extremely large.

3) What is the best synonym for “**decay**”?

- A. Fuel
- B. Rings
- C. Breakdown
- D. Environment

4) What does **equivalent** mean?

- A. Something that is of different value
- B. Something of similar value
- C. Something of value
- D. Something that has little or no value

5) Environments are...

- A. parts.
- B. ideas.
- C. giants.
- D. places.



“Television”

Reading Comprehension – Informational Passages ⁽⁵⁾

Directions: Read the passage. Then answer questions about the passage below.

Many people worked to create television. In 1862, Abbe Giovanna Caselli **invented** a machine called the Pantelograph. Caselli was the first person to send a picture over wires. By the 1880s, Alexander Graham Bell invented a machine that **transmitted** pictures and sound over wires. His machine was called the Photophone. The World’s Fair was held in Paris, France, in the year 1900. The first International Congress of Electricity was held at the World’s Fair. That was when the word *television* was first used – by a Russian named Constantin Perskyi. That name stuck, and is now shortened to “TV.”

At the beginning of TV history, there were several types of TV technology. One system was a mechanical model based on a **rotating** disc. (Rotating discs are discs that spin like CDs.) The other system was an electronic model. In 1906, Boris Rosing built the first working mechanical TV in Russia. In the 1920s, John Logie Baird in England and Charles Francis Jenkins in the United States **demonstrated** improved mechanical systems. Philo Taylor Farnsworth also showed an electronic **system** in San Francisco in 1927. His TV was the forerunner of today’s TV, which is an electronic system based on his ideas.

Now TV is everywhere. Before 1947, there were only a few thousand televisions in the U.S. By the 1990s, there were televisions in 98% of American homes.

Questions:

- 1) Who first sent a picture over wires?
 - A. Boris Rosing
 - B. John Logie Baird
 - C. Abbe Giovanna Caselli
 - D. Alexander Graham Bell
- 2) The word *television* was first used in...
 - A. 1862.
 - B. 1880.
 - C. 1900.
 - D. 1906.
- 3) The 1900 World’s Fair was in...
 - A. Moscow, Russia.
 - B. London, England.
 - C. Paris, France.
 - D. New York, United States.
- 4) Who invented the Photophone?
 - A. Abbe Giovanna Caselli
 - B. Charles Francis Jenkins
 - C. Alexander Graham Bell
 - D. Philo Taylor Farnsworth
- 5) How many TVs were in the US in 1945?
 - A. A few hundred
 - B. A few thousand.
 - C. A few million.
 - D. A few billion.

Vocabulary:

- 1) **Invented** means...
 - A. made for the first time.
 - B. moved to a different country.
 - C. sent over wires.
 - D. sent through television.
- 2) Another way to say **transmitted** is...
 - A. built.
 - B. used.
 - C. sent.
 - D. held.
- 3) **Rotating** means...
 - A. going up and down.
 - B. going back and forth.
 - C. spinning.
 - D. None of the above
- 4) The best synonym for **demonstrated** is...
 - A. based.
 - B. called.
 - C. showed.
 - D. worked.
- 5) A **system** is a combination of...
 - A. parts that make up a unified whole.
 - B. parts that are used to make TVs.
 - C. broken pieces.
 - D. pieces of a machine.





“Hibernation and Estivation”

Reading Comprehension – Informational Passages ⁽⁵⁾

Directions: Read the passage. Then answer questions about the passage below.

Some animals hibernate or go into a deep sleep as an adaptation to the cold months of winter. **Hibernation** is different from normal sleep. During hibernation, an animal seems to be dead. Its **metabolism** slows down and its body temperature drops. Its heartbeat slows to only two or three beats a minute. Since its bodily processes are so slow, it needs very little food to stay alive. Some animals which hibernate are toads, skunks, ground squirrels, bees, and bats. Bears sleep during the winter, but they are not true hibernators. They wake up when they hear loud noises. Some animals estivate, or go into a deep sleep as an **adaptation** to the hot, dry months of summer. During **estivation**, an animal's heartbeat and breathing slow down. During estivation, an animal does not grow or move. It does not need to eat because it is not using much energy. Some animals **burrow** underground, where it is cooler, before they begin to estivate. Some animals which estivate are reptiles, bees, hedgehogs, frogs, toads, and earthworms.

Questions:

- 1) Which animals both hibernate and estivate?
 - A. bees
 - B. toads
 - C. bears
 - D. Both A and B are correct.
- 2) Hibernation is like estivation because ...
 - A. both happen in winter.
 - B. both are adaptations.
 - C. both happen in summer.
 - D. Both A and B are correct.
- 3) Animals need little food during ...
 - A. estivation
 - B. hibernation
 - C. cold weather
 - D. Both A and B are correct.
- 4) Bears aren't true hibernators because ...
 - A. they wake up to loud noises.
 - B. they sleep all summer.
 - C. they burrow underground.
 - D. they adapt well to heat.
- 5) Estivation happens during ...
 - A. the cold months of winter.
 - B. the hot, wet months of summer.
 - C. the hot, dry months of summer.
 - D. None of the above



Vocabulary:



- 1) For some animals, **hibernation** is ...
 - A. an adaptation to the cold.
 - B. a result of hunger.
 - C. a reaction to heat.
 - D. a heart problem.
- 2) An animal's **metabolism** means its ...
 - A. appearance in winter
 - B. body temperature
 - C. bodily processes
 - D. Both B and C are correct.
- 3) **Estivation** is ...
 - A. a reaction to cold weather.
 - B. extreme hunger.
 - C. an adaptation to heat.
 - D. None of the above
- 4) **Adaptations** are some of the ways that animals ...
 - A. adjust to temperatures.
 - B. survive during extreme conditions.
 - C. react to climate.
 - D. All of the above
- 5) When animals **burrow**, they ...
 - A. fall asleep.
 - B. dig under the earth.
 - C. sleep during the day.
 - D. Both B and C are correct.



“Marco Polo”

Reading Comprehension – Informational Passages

Directions: Read the passage. Then answer questions about the passage below.

Marco Polo was born in 1254 in the Venetian Republic. The city of Venice, Italy was at the center of the Venetian Republic. When he was 17 years old, he went to China with his father, Niccolo, and his uncle, Maffeo. Pope Gregory X sent them to visit Kublai Khan, the **emperor** of China. Kublai Khan liked Marco Polo. He enjoyed Marco Polo’s stories about many lands. Kublai Khan gave Marco Polo a job. He sent Polo on diplomatic missions. He also made him governor of Yangzhou, an important trading city.

When Marco Polo went back to the Venetian Republic, he talked about his life in China. Few believed his stories. In 1298, he went to jail during a war between Venice and Genoa. While he was a **prisoner** in jail, he **dictated** his stories about China to another man in jail. The man wrote down the stories. The stories became the book, “The Travels of Marco Polo.” Each chapter of the book covers a **specific** region of China. Each chapter is about the military, farming, religion, and culture of a certain area. The book was **translated** into many languages.

Marco Polo got out of jail in 1299. He went back to Venice to join his father and uncle. He became very rich. In 1300 he got married, and he and his wife had three children. Marco Polo died in 1324. He was almost 70 years old.

Questions:

1) Who did Marco Polo visit in China?

- A. Niccolo
- B. Maffeo
- C. Pope Gregory X
- D. Kublai Khan

2) In China, Marco Polo worked as a...

- A. storyteller.
- B. governor.
- C. writer.
- D. trader.

3) Who wrote down Marco Polo’s stories?

- A. His father
- B. His uncle
- C. A prisoner
- D. The emperor

4) When did Marco Polo go to jail?

- A. 1298
- B. 1299
- C. 1300
- D. 1324

5) There was a war between...

- A. Italy and China.
- B. China and Venice.
- C. Venice and Genoa.
- D. Yangzhou and Genoa.

Vocabulary:

1) An **emperor** is a...

- A. king.
- B. queen.
- C. trader.
- D. missionary.

2) A **prisoner** is a person who...

- A. does not believe something.
- B. is not allowed to leave.
- C. takes care of a city.
- D. writes books.

3) What is another word for **dictated**?

- A. Read
- B. Told
- C. Sold
- D. Wrote



4) **Specific** means...

- A. rich.
- B. certain.
- C. married.
- D. important.

5) What is another way to say **translated**?

- A. Printed in a book
- B. Written down as a story
- C. Changed to a different language
- D. None of the above.



“Movie Ratings”

Intermediate Reading Comprehension – Informational Passages

Directions: Read the passage. Then answer questions about the passage below.

A PG-13 rating is an advisory issued by the Ratings Board to parents to determine whether children under age 13 should view the motion picture, as some material might not be suitable for them. A PG-13 motion picture may go beyond the PG rating in theme, violence, nudity, **sensuality**, language, adult activities or other elements, but does not reach the restricted R category. The theme of the motion picture by itself will not result in a rating greater than PG-13, although **depictions** of activities related to a mature theme may result in a restricted rating for the motion picture. Any drug use will initially require at least a PG-13 rating. More than brief nudity will require at least a PG-13 rating, but such nudity in a PG-13 rated motion picture generally will not be sexually **oriented**. There may be depictions of violence in a PG-13 movie, but generally not both realistic and extreme or persistent violence. A motion picture’s single use of one of the harsher sexually-**derived** words, though only as an expletive, initially requires at least a PG-13 rating. More than one such usage requires an R rating. Nevertheless, the Ratings Board may rate such a motion picture PG-13 if, based on a special vote by a two-thirds majority, the Raters feel that most American parents would believe that a PG-13 rating is appropriate because of the context or manner in which the words are used or because the use of those words in the motion picture is **inconspicuous**.

Questions:

- 1) What is the main goal of this passage?
 - A. To mention various movie ratings.
 - B. To explain various movie ratings.
 - C. To explain the difference between PG-13 and R movie ratings.
 - D. To explain the PG-13 movie rating.
- 2) The theme of the movie...
 - A. has little impact on its rating.
 - B. has a large impact on its rating.
 - C. should be entertaining.
 - D. should be suitable for children.
- 3) Drug usage...
 - A. should not be allowed in movies.
 - B. is scary.
 - C. warrants a PG-13 rating.
 - D. All of the above.
- 4) More than brief nudity...
 - A. requires a PG-13 rating.
 - B. must not be sexually oriented in PG-13 rated movies.
 - C. requires an R rating.
 - D. Both A and B are correct.
- 5) A movie with 2 uses of expletives...
 - A. requires a PG rating.
 - B. requires a PG-13 rating.
 - C. requires an R rating.
 - D. requires an NC-17 rating.

Vocabulary:



- 1) **Sensuality** refers to...
 - A. lewd conduct.
 - B. unlawful behavior.
 - C. disrespect.
 - D. an aberration or abnormality.
- 2) A **depiction** is a...
 - A. scene.
 - B. movie.
 - C. representation.
 - D. plot.
- 3) The way something is **oriented** involves the way it is...
 - A. positioned or directed.
 - B. maintained or upheld.
 - C. forecasted or predicted.
 - D. born or raised.
- 4) If something is **derived**, it...
 - A. is given away.
 - B. is taken from something else.
 - C. is taken organically.
 - D. comes from its own source.
- 5) If an expletive is used **inconspicuously**...
 - A. it is obvious.
 - B. it is subtle.
 - C. it is reasonable.
 - D. it is truthful.



“Why Do Birds Sing?”

Reading Comprehension – Informational Passages ⁽⁶⁾

Directions: Read the passage. Then answer questions about the passage below.

Why do birds sing? You might assume that birds sing because they are happy. While birds might be happy, they sing in order to communicate. One reason they sing is to stake a claim on territory. Birds sing to warn other birds to stay off their **property**. For example, a robin might stake a claim on a piece of land which measures about 200 feet wide by 200 feet long. This amount of land provides enough worms for the robin to feed its family. A bird maintains singing **perches** around the outside edges of its territory. The perches are high in the trees, so other birds can see and hear it. Birds also sing to find a mate. The length and **complexity** of the mating song gives information about the **fitness** of the bird. Healthy birds can sing longer, more complicated songs. Birds call to one another in shorter **vocalizations** in order to warn of danger and to locate one another. Birds sing instinctively. Young birds learn to perfect their songs by listening to adult birds and interacting with other birds. Birds in a local area might learn variations in the basic song which help them recognize other members of their group.

Questions:

- 1) Why do birds sing?
 - A. To locate one another
 - B. To warn other birds
 - C. To find a mate
 - D. All of the above
- 2) Birds perch very high so ...?
 - A. other birds can hear them.
 - B. other birds can see them.
 - C. they can hide there.
 - D. Both A and B are correct.
- 3) The health of a bird can be determined...
 - A. by the length of its song.
 - B. by the complexity of its song.
 - C. by the volume of its song.
 - D. Both A and B are correct.
- 4) Shorter bird vocalizations are ...
 - A. territorial songs.
 - B. mating songs.
 - C. warnings.
 - D. None of the above
- 5) Young birds perfect their songs by ...
 - A. natural instinct.
 - B. listening and interaction.
 - C. practice.
 - D. Both B and C are correct.

Vocabulary:



- 1) Someone's **property** is ...
 - A. claimed land.
 - B. one's own territory.
 - C. the correct way to do something.
 - D. Both A and B are correct.
- 2) A **perch** is a ...
 - A. seat.
 - B. branch.
 - C. landing place.
 - D. All of the above.
- 3) The **complexity** of the song is how ...
 - A. long it is.
 - B. loud it is.
 - C. complicated it is.
 - D. instinctive it is.
- 4) **Fitness** is ...
 - A. health.
 - B. danger.
 - C. a song.
 - D. a warning.
- 5) **Vocalizations** are ...
 - A. bird perches.
 - B. bird songs
 - C. bird calls.
 - D. Both B and C are correct.



“Counting”

Reading Comprehension – Informational Passages ⁽⁶⁾

Directions: Read the passage. Then answer questions about the passage below.

Archaeologists believe that counting large quantities began about 10,000 years ago. Early farmers had to account for communally stored crops. Early counting systems involved small **tokens** which represented farmers' stores. In the area which is now southern Iraq, little figures shaped like discs, balls, and pyramids were used in about 7500 B.C. to represent various holdings. Later, marks which represented the figures were **inscribed** on clay tablets by use of a blunt reed to cut into the wet clay. Still, the symbols were always connected with specific merchandise. Around 3000 B.C., people began using clay tablets and a new **accounting** system which they perfected over the next 4,000 years. A writing system called cuneiform, which consisted of wedge-shaped symbols, was also invented. At the same time, other cultures were independently developing numbering and writing systems. Soon philosophers began to discover that nature was **subject to** laws which could be expressed with numbers.

Questions:

1) When did counting large quantities start?

- A. 10,000 B.C.
- B. 10,000 years ago
- C. 7,500 B.C.
- D. 7,500 years ago

2) People wrote on _____ tablets.

- A. paper
- B. wooden
- C. clay
- D. stone

3) Tokens represented ...

- A. crops
- B. merchandise
- C. people
- D. Both A and B are correct.

4) ... consisted of wedge shaped symbols.

- A. Counting
- B. Cuneiform
- C. Clay tablets
- D. None of the above

5) What shape tokens were found in Iraq?

- A. discs
- B. balls
- C. pyramids
- D. All of the above

Vocabulary:

1) **Archaeologists** study ...

- A. ancient history.
- B. mathematics.
- C. pottery.
- D. Both A and C are correct.

2) **Tokens** are ...

- A. symbols
- B. crops
- C. numbers
- D. stores



3) Marks that were **inscribed** were ...

- A. painted
- B. carved
- C. counted
- D. represented

4) An **accounting** system is a system of ...

- A. raising crops
- B. writing
- C. keeping records
- D. None of the above

5) Something which is **subject to** laws is ...

- A. free from laws
- B. ruled by laws
- C. above the laws
- D. None of the above.



“Easter Island”

Reading Comprehension – Informational Passages ⁽⁶⁾

Directions: Read the passage. Then answer questions about the passage below.

One of South America's mysteries is Easter Island. Easter Island, also called *Rapa Nui* and *Isla de Pascua*, 3,600 km (2,237 mi) west of Chile, is a volcanic island with an interesting and partly unknown history. The island was named by the Dutch explorer Jacob Roggeveen because he **encountered** it on Easter Sunday 1722. He was the first European to find the island. The official name of the island, *Isla de Pascua*, means Easter Island in Spanish. This island is famous because of the **approximately** 887 huge statues which were found there. The statues consist of heads and complete torsos, the largest of which weighs 84 tons! These monuments, called *moai*, were carved out of **compressed** volcanic ash, called tuff, which was found at a quarry at a place called Rano Raraku. Statues are still being found. Some of the **monuments** were left only half-carved. Nobody knows why Rano Raraku was abandoned. It is thought that the statues were carved by the ancestors of the modern Polynesian inhabitants. But the purpose of the statues and the reason they were abandoned remain **mysteries**.

Questions:

1) Who named the island “Easter Island”?

- A. An explorer
- B. A Dutch explorer
- C. The original inhabitants
- D. Both A and B are correct.

2) Who was Jacob Roggeveen?

- A. A European who found the island
- B. An explorer who named the island
- C. A person who carved several statues
- D. Both A and B are correct.

3) What are *moai*?

- A. Ancestors of the current inhabitants
- B. Quarries on the island
- C. Statues on the island
- D. Volcanic ashes

4) Why isn't the number of statues known?

- A. The island is too big to explore.
- B. Statues are still being found.
- C. Some statues were taken away.
- D. None of the above

5) What are the statues made of?

- A. Volcanic ash
- B. Tuff
- C. Clay
- D. Both A and B are correct.

Vocabulary:

1) When he **encountered** the island, he ...

- A. found the island.
- B. saw the island.
- C. drew pictures of the island.
- D. Both A and B are correct.

2) A synonym for **approximately** is...

- A. more than.
- B. about.
- C. rather.
- D. None of the above.

3) **Compressed** ash is ...

- A. pressed together.
- B. ancient.
- C. hot.
- D. None of the above



4) **Monuments** are ...

- A. explorers.
- B. volcanoes.
- C. statues.
- D. ancestors

5) **Mysteries** are ...

- A. unexplainable.
- B. unpopular.
- C. dangerous.
- D. Both A and C are correct.



“Mosquitoes”

Reading Comprehension – Informational Passages



Directions: Read the passage. Then answer questions about the passage below.

Slap! Swat! How do those **annoying** mosquitoes find you? Is it your wonderful personality or is it something else which attracts them? And why are you so rarely able to swat them before they fly off to another feast?

There are about 3,500 species of mosquitoes in the world. Not all of them are in your back yard, although sometimes it seems that the summer evening air is filled with them. There are about 200 species of mosquitoes in the United States — about 80 species have been identified in Florida, which is an **ideal** breeding area.

The word “mosquito” means “little fly” in Portuguese. Mosquitoes are members of the scientific order *Diptera*, the “True Flies.” Like other “True Flies,” they have wings. But they are different from some True Flies; their wings have scales. These tiny scales help **eliminate** the effects of friction. This helps the mosquitoes skim quickly and efficiently through the air, making them almost impossible to swat. The familiar high-pitched, annoying buzz of the mosquito comes from the sound of its wings beating 600 times per second!

If you want to control the spread of these pesky insects, it is important to know how they live and breed. As you will see, much of their life is spent in water, so getting rid of standing water plays a large role in controlling mosquitoes. There are four stages in the lifetime of a mosquito: egg, larva, pupa, and adult.

Mosquito eggs need water to hatch. Different species of mosquitoes prefer different places to lay their eggs. Some prefer to lay their eggs in standing water, such as water in old tires or buckets. Others like to lay their eggs in areas with a lot of **organic** material, like leaves and grass, so they lay their eggs in marshes and swamps. Some prefer fresh water; some like saltwater.

Mosquito larvae are called “wrigglers” because they move with jerking movements of their bodies. They spend most of their time under the surface of the water, feeding on leaves and grass. They must have air to stay alive, so they wiggle to the **surface**. The larvae shed their skin four times as they grow and progress to the third stage, which is the pupa.

Mosquito pupae also need air to stay alive. They continue to feed on grasses and leaves under the surface of the water, but they must come up for air. After several days in the pupa stage, the pupae mature into adult mosquitoes.

Adult mosquitoes emerge after several days of growth. Some mosquitoes reach **maturity** in as few as 5 days, but most require 10–14 days before they reach maturity. **Variations** in maturity time is due to differences in species and differences in the temperature of the environment.

Adult mosquitoes mate within a few days of their emergence as adults. They eat fruit, nectar, and any other sources of sugar they can find. Female mosquitoes need blood in order for their eggs to develop. After the female has her meal of blood, she rests for two or three days before she lays her eggs. The cycle of eating and laying eggs continues for one or two weeks, which is the lifetime of a mosquito.

Now you know that it is the female mosquitoes which bite you. But how do they find you — their meal of blood?

Mosquitoes seek out warmth and movement — both properties of human beings and other animals. They also seek carbon dioxide, which is exhaled by humans and other animals. So while it is not exactly your wonderful personality which attracts them, the social activities of conversation and laughter — which involve movement and the exhalation of carbon dioxide — are what attract these annoying little insects!



Questions:

1) Why do mosquitoes' wings have scales?

- A. The scales reduce the effects of friction.
- B. The scales make the mosquitoes fly more efficiently.
- C. The scales help the mosquitoes float in water.
- D. Both A and B are correct.
- E. Both A and C are correct.

2) Why do mosquitoes bite you?

- A. They need blood to live.
- B. Their eggs need blood to develop.
- C. They need blood to become mature.
- D. Both A and C are correct.
- E. Both B and C are correct.

3) Where do mosquitoes lay their eggs?

- A. In standing water.
- B. In moist soil.
- C. In fresh water.
- D. In salt water.
- F. Both C and D are correct.
- E. All of the above are correct.

4) At what point are mosquitoes called wigglers?

- A. When they are larvae
- B. When they are pupae
- C. When they are adults
- D. When they lay eggs
- E. Both A and B are correct

5) How do mosquitoes find you?

- A. They are attracted to carbon dioxide.
- B. They are attracted to movement.
- C. They are attracted to warmth.
- D. Both A and C are correct.
- E. All of the above are correct.

Vocabulary:

1) If something is *annoying* it is...

- A. quick.
- B. evasive.
- C. bothersome.
- D. careless.
- E. impenetrable.

2) What is the best synonym for *ideal*?

- A. sweet
- B. nice
- C. perfect
- D. identical
- E. interesting

3) If you *eliminate* something, you...

- A. make it smaller.
- B. get rid of it.
- C. add to it.
- D. design it.
- E. Both A and B are correct.

4) What are *organic* materials?

- A. Natural materials
- B. Man-made materials
- C. Factory-made products
- D. Both B and C are correct
- E. None of the above

5) What is the *surface* of the water?

- A. The deep part of the water
- B. The bottom of the water
- C. The top of the water
- D. Both A and B are correct
- E. None of the above

6) *Maturity* means...

- A. babyhood.
- B. childhood.
- C. adulthood.
- D. All of the above
- E. None of the above

7) A *variation* is a(n)...

- A. difference.
- B. inconsistency.
- C. agreement.
- D. Both A and B are correct.
- E. Both B and C are correct.



“Fingerprints”

Reading Comprehension – Informational Passages



Directions: Read the passage. Then answer questions about the passage below.

If you enjoy watching crime shows on TV, you know that fingerprints play a large role in identifying people. But, you might be surprised to find out that using fingerprints for identification is not a new science. In fact, it is very old — dating back at least as far as 1885-1913 B.C.E. In Babylon, when people agreed to a business contract, they pressed their fingerprints into the clay in which the contract was written. Thumbprints have also been found on clay seals from ancient China.

In 14th century Persia, which is now Iran, a government doctor recognized that all fingerprints are different. In 1684, a British doctor, Nehemiah Grew, spoke about the ridged surfaces of the fingers. In 1686, a professor of **anatomy** (the study of the structure of the human body) named Marcello Malpighi, wrote about the ridges and loops in fingerprints. Malpighi's work was considered so important that a layer of skin found on the fingertips was named after him. This layer of skin is called the Malpighian layer. Although scientists had studied fingerprints, the value of fingerprinting in the identification of individuals did not become clear until later.

Sir William James Herschel is generally thought to be the first European to realize that fingerprints were **unique** to each person. In his work as chief magistrate in the Hoogly district in Jungipoor, India, Herschel asked people to put their handprints on contracts. Herschel believed that personal contact with the contracts made people more likely to honor their commitments, or to keep their promises. As he looked at more and more handprints, he began to see that all the handprints were different. He started to believe that fingerprints were unique, which means they are all different from each other, and **permanent**, which means that they do not ever change. To prove that they never change, Herschel kept track of his own fingerprints over his entire lifetime.

Dr. Henry Faulds, a British surgeon at a Japanese hospital, began studying the furrows (also called ridges) on fingertips in the 1870s. He published an article in a scientific journal about the use of fingerprints as a tool in identification. He also **devised**, or invented, a system of classifying fingerprints. He wrote Charles Darwin about his findings, but Darwin was getting too old to work on the findings. So, he promised to pass the information to his cousin, Sir Francis Galton. Using Henry Faulds's findings, Galton published a major book on classifying fingerprints based on arches, loops, and whorls. His work with Sir Edward R. Henry on fingerprint classification was the basis of a classification system which is still used by law enforcement agencies in English-speaking countries.

The Federal Bureau of Investigation (FBI) now uses a variation of the Galton– Henry system. Although the use of fingerprinting in identification **originated** in Britain, it has been developed in the United States. In 1924, two large fingerprint collections were combined to form the foundation of the Identification Division of the FBI. Within the Identification Division, the Integrated Automated Fingerprint Identification Systems (IAFIS) can search and find fingerprints anywhere in the United States within thirty minutes. The IAFIS can compare results with automated fingerprint systems in countries around the world. The IAFIS has the fingerprints of more than 250 million people on file.

About one in six Americans has fingerprints on file with the FBI. But not all the fingerprints are related to criminal investigations. People need to have their fingerprints taken for many other reasons. People have their fingerprints taken for employment, licenses, and adoption. For example, when people want to work for the government in **classified**, secret jobs, their fingerprints are checked to be sure they do not have a criminal background. When prospective parents adopt a child, their fingerprints are matched against those of all criminals for the safety of the child.

Questions:

1) How were fingerprints used in ancient times?

- A. To seal contracts
- B. To sign agreements
- C. To identify criminals
- D. All of the above
- E. Both A and B are correct.

2) Who wrote about fingerprints in 1686?

- A. Henry Faulds
- B. Charles Darwin
- C. Nehemiah Grew
- D. Marcello Malpighi
- E. William James Hershel

3) Why did Sir William James Herschel ask people to put their handprints on contracts?

- A. He wanted to be able to better identify criminals.
- B. The people were not able to write.
- C. He wanted people to keep their promises.
- D. He wanted to follow the local customs.
- E. This was required by the intelligence agency that he was a member of.

4) How long does it take the IAFIS to find someone's fingerprints?

- A. 30 seconds
- B. 30 minutes
- C. 30 hours
- D. 30 days
- E. None of the above

5) Why would a non-criminal have their fingerprints taken?

- A. To adopt a child
- B. To get some jobs
- C. To get certain licenses
- D. To identify themselves
- E. All of the above

Vocabulary:

1) **Anatomy** is the study of...

- A. surgery.
- B. criminals.
- C. the body.
- D. fingerprints.
- E. identification.

2) The best synonym for **unique** is...

- A. uniform.
- B. honorable.
- C. singular.
- D. similar.
- E. Both C and D are correct.

3) The best synonym for **permanent** is...

- A. scientific.
- B. automated.
- C. unchanging.
- D. unimportant.
- E. unreasonable.

4) Another way to say **devised** is...

- A. came about.
- B. came around.
- C. came up with.
- D. came through.
- E. came down with.

5) The place where something **originated** is the place where it...

- A. started.
- B. ended.
- C. arrived.
- D. was remembered.
- E. was forgotten.

6) If you work in a **classified** job, you...

- A. may not discuss your work.
- B. work only with fingerprints.
- C. work with automated systems.
- D. must travel to many different places.
- E. probably have a criminal background.



Mother's Day

Reading Comprehension – Informational Passages



Directions: Read the passage. Then answer questions about the passage below.

The idea of Mother's Day is a very old idea. This idea dates back to the ancient Egyptians, who celebrated a day to honor Isis, the mother of the pharaohs. The Egyptians were not the only ones who felt the need to honor their mothers. The ancient Greeks celebrated a day to honor Rhea, the mother of the gods. The Romans built a temple to the mother of the gods, named *Magna Mater*. They also held a celebration every March in her honor. The early Christians celebrated a day to honor Mary, the mother of Jesus. Later, English Christians **expanded** the celebration to honor all mothers. This English holiday was called "Mothering Sunday." When the English colonists came to America, they did not have time for Mothering Sunday, so the holiday was not celebrated in America.

During the U.S. Civil War, mothers on both sides of the war lost sons. The country was very sad. Grieving mothers from both sides had meetings. Sometimes families had been torn apart by the war. In 1868, Ann Reeves Jarvis started a committee to help families get back together after the war. This committee tried to establish a "Mothers' Friendship Day" for mothers who had lost sons in the war. Unfortunately, Ann Reeves Jarvis died in 1905, so she did not see that the day eventually became popular.

Another woman, Julia Ward Howe was also against the war. She was also against slavery. She declared the first official Mother's Day in 1870, and held an anti-war Mother's Day observance. She **funded** this observance with her own money every year for several years, but an annual Mother's Day celebration still did not catch on in the U.S. However, the idea stayed alive.

Meanwhile, Anna M. Jarvis, The daughter of Ann Reeves Jarvis, wanted to honor her mother. She requested that her mother's West Virginia church be allowed to celebrate a Mother's Day in 1908 in honor of her mother. Every mother at church that day received two carnations — Ann Reeves Jarvis' favorite flower. Now, carnations and other flowers are associated with Mother's Day because they were handed out at the first celebration of Mother's Day.

In 1914, the U.S. Congress passed a law which **designated** the second Sunday in May as Mother's Day. In the same year, President Woodrow Wilson proclaimed the first Mother's Day. He called for the flying of the flag to honor the mothers who had lost sons in war.

Mother's Day is celebrated in many other countries. In Mexico, *Dia de las Madres* is celebrated on May 10. It is a popular holiday celebrated by schools, churches, and civic groups. Children give their mothers flowers and handmade cards. Schools present performances in honor of mothers as part of the national observance of *Dia de las Madres*.

In China, ten distinguished mothers are chosen to receive government recognition. National drives for mothers living in poverty are also held. The holiday is a demonstration of the respect the Chinese have for the elderly, and the love they have for their parents.

In India, children send their mothers cards and flowers and cook a meal for their mothers. Companies launch women's products on Mother's Day, and restaurants advertise heavily for Mother's Day; the day has become **commercialized**.

In Canada, Australia, New Zealand, South Africa, and Ireland, Mother's Day is celebrated on the same day as in the United States — the second Sunday in May. People mark the day in the same way that they do in the United States. Children give their mothers cards, gifts, and flowers. Churches and schools give special Mother's Day presentations, and civic groups observe the day.

The first President of the U.S., George Washington, said of his own mother, "My mother was the most beautiful woman I ever saw. All I am I owe to my mother. I attribute all my success in life to the moral, intellectual and physical education I received from her."



Questions:

1) Who built a temple to Magna Mater?

- A. The Greeks
- B. The Romans
- C. The early Christians
- D. The American colonists
- E. None of the above

2) Why did Ann Reeves Jarvis want a special day?

- A. To help Civil War mothers
- B. To honor her own mother
- C. To honor mothers of soldiers
- D. Both A and C are correct.
- E. All of the above

3) What did mothers receive at the first Mother's Day in West Virginia?

- A. flowers
- B. presents
- C. handmade cards
- D. Both A and B are correct.
- E. Both B and C are correct.

4) Which U.S. President first proclaimed Mother's Day?

- A. Harry Truman
- B. John Kennedy
- C. Woodrow Wilson
- D. Abraham Lincoln
- E. George Washington

5) In what year did the U.S. Congress designate the second Sunday in May as Mother's Day?

- A. 1862
- B. 1868
- C. 1908
- D. 1914
- E. 1962

Vocabulary:

1) The best synonym for **honor** is...

- A. respect.
- B. explain.
- C. perform.
- D. describe.
- E. decrease.

2) **Expanded** means...

- A. made larger.
- B. made famous.
- C. dressed up.
- D. made up.
- E. gave in.

3) What does **funded** mean?

- A. Looked at
- B. Celebrated
- C. Watched
- D. Paid for
- E. Both A and C are correct.

4) The best synonym for **designated** is...

- A. required.
- B. named.
- C. wished.
- D. hired.
- E. left.

5) If something is **commercialized** it is...

- A. used to make a profit.
- B. celebrated for mothers.
- C. proclaimed a holiday.
- D. made into a new law.
- E. used to fund military expansion.



“Europe”

Reading Comprehension – Informational Passages



Directions: Read the passage. Then answer questions about the passage below.

Europe is the second smallest continent, after Australia. Surprisingly, there are 44 countries in Europe. Over 700 million people live in Europe. European ideas are everywhere in the world. You can see examples of European culture, language, and buildings all around the world.

In sports, European soccer is very popular. Soccer teams from Europe have gone to the World Cup finals every year except 1930 and 1950. Many people say that the British, Italian, and Spanish soccer leagues are the world’s best. Cycling is also very popular in Europe – especially in France. The Tour de France is the biggest bicycle race in the world. In 1903, when the race first began, racers had to ride along the **entire** border of France. That’s a long distance!

In **industry**, Germany makes the most cars in Europe. In fact, if you visit Germany, you can go on a tour of the BMW factory. You can also go on a tour of the Porsche factory in Stuttgart, Germany. England is famous for china and pottery. Of course, the Champagne region in France is famous for its wine. Only a certain famous, bubbly wine from this area can be called by the name “*champagne*.” Flower farming is an important industry in Holland. Holland is famous for its tulips.

Europe is also famous for its food. The oldest cookbook in Europe was called *De Re Coquinaria*, or, “The Art of Cooking”. It was written in Latin. There is much **controversy** over the identity of the book’s author. Some people think the book was written by a very good cook named Marcus Gavius Apicus. Others don’t think that this book came from him. The book does not tell how to prepare the dishes, but it does tell what to put in each dish.

European historical architecture are among the most well-known in the world. One example of a famous architectural structure is called “Stonehenge,” in England. Stonehenge has many, very large stones set up in circles. No one knows why the stones were set up that way, because it was at a time before history was recorded. Many people think Stonehenge is holy. In addition to Stonehenge, The “Acropolis” in Athens, Greece is also very famous for its architectural structures. The Acropolis is a flat-topped hill, which lies about 150 meters above sea level. Many historical temples and other buildings were built on the Acropolis. The Acropolis is a huge tourist **site**. About 14 million people visit this location each year.

Modern European buildings are also tourist sites. The Eiffel Tower is the fifth tallest building in France. When it was built in 1889, it was the world’s tallest building. More than 200,000,000 people have visited the Eiffel Tower since it was built. It was named after Gustave Eiffel, who designed it. It is now a symbol of France. The year 2009 marks the 150th birthday of another famous tourist site in Europe: Big Ben. Big Ben is located atop the Westminster Palace in London, England. Big Ben is the largest four-faced chiming clock in the world. Chiming clocks are clocks that use bells to make their sound. Big Ben is a universal symbol of the United Kingdom.

Many European cities are famous for their churches and castles. The Sistine Chapel in the Vatican is the place where cardinals, very high Catholic bishops, meet to pick a new pope. The ceiling of the Sistine Chapel was painted by the artist Michelangelo. The Cathedral of Seville, Spain, is also very **magnificent**. This grand cathedral is beautifully decorated with outstanding colors. It is also the place where Christopher Columbus is buried.

England is now getting ready for the 2012 Olympics. About 4,000 companies and 15,000 workers are working to get the city of Stratford ready. The workers are building a new shopping center and many new hotels, with about 2,000 hotel rooms just for Olympics visitors! Since so many people live in Europe, they **expect** many visitors. As the Olympic planners say, London, England is less than a 3-hour flight away for more than 300 million people.



Questions:

1) What is the name of the famous European bicycle race?

- A. The French Open
- B. The Tour de France
- C. The French Excursion
- D. The Tour of the World
- E. The World Cup of France

2) Champagne is...

- A. a street in France.
- B. bubbly wine from Champagne, France.
- C. a famous type of French wine.
- D. Both A and B are correct
- E. Both B and C are correct

3) What was left out of the oldest European cookbook?

- A. What to put in the dishes
- B. Who wrote the cookbook
- C. What the dishes are called
- D. How to prepare the dishes
- E. Both B and D are correct
- F. Both B and C are correct

4) What is the Acropolis?

- A. A tourist site on the ocean
- B. A tourist site on a mountain
- C. A tourist site in a temple
- D. A tourist site in the sky
- E. None of the above are correct

5) What has its 150th birthday in the year 2009?

- A. Big Ben
- B. Stonehenge
- C. The Vatican
- D. The Eiffel Tower
- E. Westminster Palace

6) Why are the people in England so busy?

- A. They are repairing Big Ben.
- B. They are working on Stonehenge.
- C. They are building a new shopping center.
- D. They are getting ready for the 2012 Olympics.
- E. None of the above are correct
- F. Both C and D are correct

Vocabulary:

1) The best synonym for **entire** is...

- A. hole
- B. partial
- C. limited
- D. whole
- E. basic

2) **Industry** involves...

- A. power.
- B. monopoly.
- C. compensation.
- D. discipline.
- E. manufacturing.

3) The best synonym for **controversy** is...

- A. disdain.
- B. destruction.
- C. despair.
- D. disagreement.
- E. disrespect.

4) What is a **site**?

- A. A mile
- B. A location
- C. A tourist
- D. A symbol
- E. A designer

5) **Magnificent** means...

- A. grand.
- B. outstanding.
- C. beautiful.
- D. Both A and B are correct.
- E. Both A and C are correct.
- F. All of the above.

6) If you **expect** something to happen, you...

- A. understand it.
- B. anticipate it.
- C. contemplate it.
- D. decide upon it.
- E. disapprove of it.
- F. denounce it.



“Cells”

Reading Comprehension – Informational Passages ⁽⁵⁾

Directions: Read the passage. Then answer questions about the passage below.

Your body is made of trillions of tiny living things. They are called cells. There are 210 different kinds of cells in your body. Each kind of cell has a different shape. Each kind of cell is a different size. Each kind of cell has a different job. The same types of cells usually work together in groups. The groups are called tissues. More cells can be made when the cells split. They form more cells that are just like the parents.

Some of your cells are nerve cells. They are also called neurons. They carry **signals** through your body. The signals are messages that tell your body to move. Your brain has about 100 billion neurons! The connections between neurons are called synapses. Each neuron has between 1,000 and 10,000 synapses. There are about one quadrillion synapses in your brain. That's 1,000,000,000,000,000 synapses in your brain! There are about 1 billion neurons in your spinal cord, the bundle of nerves that goes from your brain all the way down your back.

Some of your cells are red blood cells. They carry oxygen (O) through your body. They pick up carbon dioxide (CO²) and help your body **get rid of** it. Your body wants to eliminate CO² because it is a waste product. Blood also helps your body stay warm. Conversely, blood cools off your brain, because it gets very hot.

Some of your cells are white blood cells. The white blood cells help your body fight sickness. Some of the white blood cells, called T-cells, fight viruses and other cells that do not belong in your body. T-cells work with B-cells to fight off the disease cells. They tell your brain to give you a **fever** so the disease cells will not be able to grow. Many diseases cannot grow when your body is hot. And some white cells eat disease cells! Go white blood cells!

Some of your cells are bone cells. They are also called osteocytes. Osteocytes make bone. The bone grows to form all around them. The osteocytes get food through tiny strings that go to nearby blood vessels. Blood vessels are the tubes that carry blood in your body.

Some of your cells are skin cells. They are also called epithelial cells. They grow your skin. Your skin keeps dirt off your tissues. Your skin forms the outside of some **organs**, like your stomach and lungs. An adult has about 9 pounds of skin on his or her body.

Some of your cells are liver cells. They are also called hepatocytes. These cells check your blood. They make sure your blood has the right amount of sugars in it. They also help clean poisons from your body. They help make substances that help your blood to clot, or stick together. They clean alcohol from your body if you drink alcohol or take medicine with alcohol in it.

Some of your cells are fat cells. Their job is to **store** fat. The fat is a place where your body keeps or **stores** energy. The fat pads the organs in your body. The layers of fat also help keep your body warm. Your body weight depends on how fast your body stores fat compared to how fast your body uses up energy.

Some of your cells are muscle cells. Your muscles are made of these cells. They are also called myocytes. Your neurons send the messages to move muscles that are connected to your bones and your skeletal muscles. However, your nerve cells do not tell your heart muscles when to beat. Your heart muscles and smooth muscles have inner signals that tell them to move. Smooth muscles are muscles that you do not have to think about, like the muscles that work in the digestion of food.

Your cells are busy all the time. Even while you are sleeping, your cells are working hard to keep your body alive and healthy.



Questions:

1) What is true about cells?

- A. Each type has a different shape.
- B. Each type has a different job.
- C. Each type is a different size.
- D. All of the above are correct.
- E. Both A and C are correct.

2) Neurons are important because they...

- A. carry messages in your body.
- B. tell your body when to move.
- C. carry oxygen through your body.
- D. help your body fight sickness.
- E. Both A and B are correct.
- F. Both A and C are correct.

3) What kind of cells keep dirt off your body's organs?

- A. Neurons
- B. Skin cells
- C. Epithelial cells
- D. Red blood cells
- E. Both B and C are correct.

4) What do liver cells do?

- A. They clear poisons out of your body.
- B. They pad the organs in your body.
- C. They tell your heart when to beat.
- D. They fight viruses in your body.
- E. They keep your body warm.

5) What is an example of smooth muscle?

- A. The muscles connected to your bones
- B. The muscles that digest food
- C. Your arm muscles
- D. Both A and B
- E. None of the above

Vocabulary:

1) **Signals** are...

- A. signs.
- B. neurons.
- C. messages.
- D. Both A and C are correct.
- E. All of the above.

2) If you **get rid of** something, you...

- A. eliminate it.
- B. destroy it.
- C. burn it.
- D. crush it.
- E. All of the above.

3) If you have a **fever**, your body is...

- A. hot.
- B. cool.
- C. quiet.
- D. in pain.
- E. Both B and C are correct.

4) What is a bodily **organ**?

- A. Tissues that do a certain job
- B. A body part that has a task
- C. Any group of cells
- D. Both A and B are correct.
- E. None of the above.

5) What is the best synonym for **store**?

- A. Use
- B. Keep
- C. Burn
- D. Move
- E. Check



“Soccer”

Reading Comprehension – Informational Passages



Directions: Read the passage. Then answer questions about the passage below.

“The rules of soccer are very simple, basically it is this: if it moves, kick it. If it doesn't move, kick it until it does.” ~Phil Woosnam, 1974

Woosnam is a former soccer player and manager in Wales. He moved to the United States, where he was the coach of the American national team. He is now in the United States' National Soccer Hall of Fame. His quotation describes large **variety** of games that have been played for at least 3,000 years, finally resulting in the game of soccer.

Soccer seems to have **originated** in Asia. The Japanese played a game similar to soccer in about 1000 B.C.E., and it is documented that the Japanese played the first real soccer game in the year 611 A.D. The Chinese played against Japan with a feather or hair-filled soccer ball as early as 50 B.C.E. The Greeks played a game called *episkyros*. It was similar to soccer. The Romans played a ball game called *Harpastum*. Somehow soccer made its way to England by the 1300s. King Edward of England did not like the game; in fact, he passed laws **banning** it. King Henry IV and King Henry VII passed laws against soccer as well. Queen Elizabeth of England had people put in jail for a week for playing soccer, followed by religious **penance**, or payment for sin. The game was thought to take time away from military drills and archery. At that time, it was very important for young men to practice archery, and soccer competed with archery.

However, laws, penance, and official censure did not stop the game of soccer. The game was very popular in the British Isles. It was played many different ways — sometimes it was played by kicking the ball, but often it was played by kicking members of the opposing team. Sometimes an entire village played against another village. The game was played through streets, fields, and streams. Over time, players agreed on general rules for the game. They also agreed on the size and weight of the soccer ball.

Then another problem developed. During the 1600s, the Puritans in England took a particular dislike to soccer. This religious group thought that soccer was a “**frivolous**,” or time-wasting, entertainment. They also said that soccer disturbed the peace on Sunday, the Lord's Day. So, there was a new ban on Sunday soccer.

Despite the ban, soccer eventually became an accepted sport. It even became part of the school curriculum. In 1863, a meeting of eleven English soccer clubs and schools decided on the official rules of the game. This meeting was the beginning of “The Football Association”. Soon other countries formed football associations. By 1912, there were 21 countries affiliated with the *Federation Internationale de Football Association* (FIFA). Today FIFA has 208 member associations.

Before the 1970s, soccer was considered to be mostly a men's game. However, FIFA established the Women's World Cup in 1991. The first Women's World Cup tournament was played in the People's Republic of China in 1991. Twelve teams played for the championship. US women's college teams have also begun to receive varsity status, mostly because of the influence of Title IX, a new law which provides more money for schools that include women's sports.

FIFA **estimates** that about forty million (40,000,000) women are currently playing football throughout the world. The FIFA “Big Count,” a 2006 soccer **census**, estimates two hundred sixty five million (265,000,000) male and female soccer players worldwide and five million referees, for a total of two hundred seventy million (270,000,000) people – four percent of the world's population – actively engaged in soccer.



Questions:

1) With what did the ancient Chinese fill their soccer balls?

- A. hair
- B. grass
- C. paper
- D. Both A and C are correct.
- E. All of the above

2) Why was soccer outlawed in England?

- A. The players made noise on Sunday.
- B. The game replaced archery.
- C. The game was considered to be frivolous.
- D. Both B and C are correct.
- E. All of the above

3) What marked the beginning of The Football Association?

- A. The Title IX law
- B. A village soccer game
- C. A meeting of soccer clubs
- D. The 2006 census of players
- E. None of the above

4) How many soccer associations belong to FIFA?

- A. 192
- B. 203
- C. 205
- D. 208
- E. 211

5) How many people are involved with soccer worldwide?

- A. 270,000,000
- B. 295,000,000
- C. 370,000,000
- D. 4% of the world's population
- E. Both A and D are correct.
- F. Both B and D are correct.

Vocabulary:

1) A **variety** is a group of...

- A. one thing.
- B. similar things.
- C. different things.
- D. fancy things.
- E. plain things.

2) The best synonym for **originated** is...

- A. began.
- B. started.
- C. ended.
- D. Both A and B are correct.
- E. Both B and C are correct.

3) **Banning** means...

- A. including.
- B. perfecting.
- C. prohibiting.
- D. explaining.
- E. encouraging.

4) **Penance** is ...

- A. archery.
- B. religion.
- C. payment.
- D. comparison.
- E. entertainment.

5) If something is **frivolous**, it is...

- A. a religious ceremony.
- B. worth doing.
- C. a waste of time.
- D. creative.
- E. a law or rule.

6) If you make an **estimate**, you make a...

- A. decision.
- B. guess.
- C. requirement.
- D. demand.
- E. Both C and D are correct.

7) What is a **census**?

- A. A law
- B. A team
- C. A game
- D. A count
- E. An association



“Bathtubs”

Reading Comprehension – Informational Passages



Directions: Read the passage. Then answer questions about the passage below.

Bathtubs have a very curious history. The bathtub has been in existence for thousands of years. Given its long history, the modern day bathtub is very different from its **predecessors**. The bathtub originated in ancient Rome as a social gathering place. It did not become the private bathtub, common in American households, until the early 20th century. From its early beginnings in Rome, to cast iron horse troughs, and eventually to the modern day bathtub, it is clear that the bathtub has had quite an evolution.

The Romans are famous for being one of the first civilizations to bathe. Starting in around 500 BC, Roman citizens were encouraged to bathe daily in one of the many public bathtubs. The Romans used the public baths as a place for social events and as a chance to get to know other people. Their public baths were fairly large and most commonly made of marble. The Romans used lead or bronze pipes to fill the tubs with water. Contrary to popular belief, the habit of bathing continued after the collapse of the Roman Empire, and was common throughout the Middle Ages. Bathing eventually went out of fashion at the beginning of the Renaissance period, only to resurface in the 19th century.

In 1883, the Standard Sanitary Manufacturing Company and the Kohler Company began producing cast-iron tubs. These companies advertised their tubs as horse troughs — large tubs where horses could drink — because this was seen as a more marketable product than a bathtub. However, human bathing in the tubs became popular due to the easy to clean surface of the tub, and the desire to prevent disease.

One cannot explain the history of bathtubs without mentioning the name Henry L. Mencken. He was a journalist who **infamously** wrote a false story **regarding** the history of bathtubs. In his story, Mencken wrote that the first bathtub in the United States belonged to Adam Thompson. According to the story, Adam Thompson put a bathtub in his house in 1842. At a Christmas party, four guests tried the tub, and news of the bathtub was in the newspaper the next day. Mencken went on to claim that some people were upset about the news of Thompson’s bathtub because they believed it to be undemocratic. In addition to these, he **fabricated** several other details. He wrote that the bathtub was dangerous, and that the Philadelphia Common Council considered disallowing bathing between November 1 and March 15 of that year for health reasons. He even wrote that several cities put very high taxes on water for houses that had bathtubs.

Mencken claimed that he did not expect people to believe his newspaper story. However, his story was reprinted in many newspapers. Shortly afterward, historians also began to spread Mencken’s **spurious** story. Eight years after he wrote the false story, Mencken wrote a second story admitting that everything he had written about bathtubs was false. His story on the bathtub is now considered to be one of the most famous newspaper hoaxes, or tricks, in history. Even today, some of Mencken’s false information still gets intermixed with the true history of bathtubs.

Finally, after World War I – and after Mencken’s hoax – many new houses were built in the United States with indoor plumbing. Previously, most houses in the United States did not have indoor plumbing. In the early 1920s, only 21% of houses had bathrooms, but by the end of the twentieth century, all new houses had bathrooms.

Today, there are many different types of bathtubs. Luxury bathtubs are made not only for bathing, but also for recreation and relaxation. Some homes have hot-tubs, which are also called spas. The hot tub has a built in heater that keeps the water hot and jets to create bubbles. Some hot tubs even have built-in sound systems so the bather can listen to music while they relax. There are also tubs made just for the elderly and disabled. These bathtubs allow people to walk into the tub without having to step over the edge.

It is **apparent** that, throughout its long history, the bathtub has changed **tremendously** since its birth in ancient Rome.



Questions:

1) According to Mencken's newspaper story, where was the first bathtub located in the U.S.?

- A. Henry Mencken's house
- B. Adam Thompson's house
- C. Millard Fillmore's house
- D. John Michael Kohler's house
- E. None of the above

2) Mencken most likely wrote a second story about bathtubs because

- A. the first story had become so popular.
- B. he was finally let out of prison.
- C. he felt guilty about lying.
- D. he sought revenge on Thompson.
- E. Both B and C are correct.

3) What were the Roman baths made of?

- A. Iron
- B. Glass
- C. Wood
- D. Bronze
- E. Marble

4) When did Americans start building bathrooms in their houses?

- A. In the mid-1800s
- B. In the late 1800s
- C. During World War I
- D. After World War I
- E. At the end of the 1900s

5) According to the passage, what kinds of bathtubs are being made today?

- A. Spas
- B. Hot tubs
- C. Walk-in tubs
- D. Cast iron tubs
- E. A, B, and C are correct.
- F. A, C, and D are correct.

Vocabulary:

1) A **predecessor** is something that comes...

- A. before something else.
- B. during something else.
- C. after something else.
- D. None of the above are correct.
- E. Both A and B are correct.

2) If something is **infamous**, it is...

- A. heinous.
- B. audacious.
- C. laudatory.
- D. insignificant.
- E. notorious.

3) The best synonym for **regarding** is...

- A. about
- B. so
- C. through
- D. denying
- E. supporting

4) Mencken's story was **fabricated**. This...

- A. means it was complicated.
- B. means it was popular.
- C. means it was accurate.
- D. means it was genuine.
- E. means it was fictitious.

5) The best synonym for **spurious** is...

- A. kind.
- B. unaware.
- C. false.
- D. genuine.
- E. authentic.

6) The best synonym for **apparent** is...

- A. clear.
- B. muddled.
- C. correct.
- D. appropriate.
- E. proper.

7) If something is **tremendous**, it is...

- A. small.
- B. significant.
- C. incorrect.
- D. passionate.
- E. dubious.



“Pollution”

Reading Comprehension – Informational Passages



Directions: Read the passage. Then answer questions about the passage below.

Thick black smoke curling out of smokestacks, horrible-tasting chemicals in your drinking water, pesticides in your food — these are examples of pollution. Pollution is any contamination of the environment which causes harm to the environment or the inhabitants of the environment. There are many kinds of pollution, and there are many pollutants. Some obvious kinds of pollution are pollution of the air, soil, and water. Some less obvious, or less **salient**, kinds of pollution are radioactive, noise, light pollution, and green-house gasses.

Air pollution can be caused by particles, liquids, or gases that make the air harmful to breathe. There are two main types of air pollution: primary and secondary. Primary pollutants enter the air directly, like smoke from factories and car exhaust. Secondary pollutants are chemicals that mix together to pollute the air, like mixtures of **emissions**, or waste output, from vehicles and factory smoke that change to form more dangerous pollutants in the air and sunlight.

Soil pollution can be caused by pesticides, leakage from chemical tanks, oil spills, and other chemicals which get into the soil by dumping or accidental contamination. Soil pollution can also cause water pollution when underground water becomes contaminated by coming into contact with the polluted soil.

Water pollution can be caused by waste products, sewage, oil spills, and **litter** in streams, rivers, lakes, and oceans. Some scientists believe that water pollution is the largest cause of death and disease in the world, causing about 14,000 deaths in the world each day.

Radioactive pollution can be caused by leaks or spills of radioactive materials. These materials can come from medical sources, nuclear power plants, or laboratories which handle radioactive materials. Air, soil, and water can be polluted by radioactivity. It can cause damage to animals, both **internally** and externally, by eating, drinking, or touching it. It can cause birth defects and genetic problems. It can cause certain cancers and other deadly diseases.

Noise pollution can be caused by vehicle, aircraft, and industrial noise. It can also be caused by military or experimental sonar. Noise has health effects on people and animals. In people, it can cause high blood pressure, heart problems, sleep disturbances, and hearing problems. In animals, it can cause communication, reproductive, and **navigation** problems – they have difficulty finding their direction. Sonar has even caused whales to beach themselves because they respond to the sonar as if it were another whale.

Light pollution can be caused by advertising signs, stadium and city lighting, and other artificial lighting (like the light caused by night traffic). Artificial lighting has health effects on humans and animals. In people, it can cause high blood pressure and affect sleeping and waking rhythms and immunity. It might be a factor in some cancers, such as breast cancer. In animals, it can affect sleeping and waking rhythms, navigation, and reproduction.

In addition, greenhouse gases have caused a warming effect on the earth's climate. The greenhouse gases are water vapor, carbon dioxide, methane, and ozone. They are naturally-occurring gases in the atmosphere, but human activity has increased their concentration in the atmosphere. For example, the levels of carbon dioxide (CO₂) in the atmosphere have risen due to the burning of fossil fuels. The effect is a rise in global temperatures. The higher temperatures cause the melting of glaciers, a rise in the water level of oceans, and the disruption of both land and marine life, including that of humans. Although carbon dioxide is necessary for plants to survive, it is also considered to be a kind of pollution because high levels of carbon dioxide have caused the oceans to become more acidic.

It is not possible for anyone to predict the exact timing and effects of global pollution and global climate change brought about by pollution. There is general agreement by scientists that the global climate will continue to change, that the intensity of weather effects will continue to increase, and that some species of animals will become extinct. There is also general agreement, or **consensus**, that humans need to take steps to reduce emissions of waste products and greenhouse gases into the atmosphere, make adaptations to the changes that are occurring, and figure out ways of reversing the trends of pollution and global warming.



Questions:

1) What is an example of air pollution?

- A. Smoke from factories
- B. Exhaust from traffic
- C. Oil from oil spills
- D. Noise from traffic
- E. Both A and B are correct.
- F. All of the above

2) What kind of pollution is thought to cause the most death and disease?

- A. Air pollution
- B. Soil pollution
- C. Noise pollution
- D. Water pollution
- E. Radioactive pollution
- F. None of the above

3) What kind of pollution may a car cause?

- A. Air pollution
- B. Light pollution
- C. Noise pollution
- D. Greenhouse gases
- E. Both B and C are correct.
- F. All of the above are correct.

4) What is an *effect* of artificial light pollution?

- A. High blood pressure.
- B. Low energy.
- C. Hearing problems.
- D. Birth defects.
- E. Both A and B are correct.
- F. Both A and C are correct.

5) Carbon dioxide is...

- A. a form of air pollution.
- B. necessary for plant survival.
- C. a kind of green house gas.
- D. a major source of water pollution.
- E. A, B, and C are correct.
- F. A, B, and D are correct.

Vocabulary:

1) Something *salient* is...

- A. incredible.
- B. outstanding.
- C. dangerous.
- D. necessary.
- E. acidic.
- F. potential.

2) *Emissions* are...

- A. gasses.
- B. waste output.
- C. pollution.
- D. All of the above.
- E. Both A and B are correct.
- F. Both B and C are correct.

3) What is *litter*?

- A. Trash.
- B. Receptacles.
- C. Recycling.
- D. Light pollution.
- E. Noise pollution.
- F. All of the above

4) The best antonym for *internal* is...

- A. inside.
- B. outside.
- C. external.
- D. middle.
- E. Both A and B are correct.
- F. Both B and C are correct.

5) *Navigation* is best described as...

- A. a primary type of pollution.
- B. a secondary type of pollution.
- C. sonar.
- D. map making.
- E. direction finding.
- F. travel planning.

6) If you have a *consensus*, you have...

- A. disagreement.
- B. problems.
- C. scientific ideas.
- D. pollution.
- E. Both A and B are correct.
- F. None of the above.



“Chocolate”

Reading Comprehension – Informational Passages



Directions: Read the passage. Then answer questions about the passage below.

Chocolate — there's nothing quite like it, is there? Chocolate is simply delicious. What is chocolate? Where does it come from?

Christopher Columbus was probably the first to take cacao beans from the New World to Europe in around 1502. But the history of chocolate goes back at least 4,000 years! The Aztecs, who lived in America, thought that their bitter cacao drink was a **divine** gift from heaven. In fact, the scientist Carolus Linnaeus named the plant *Theobroma*, which means “food of the gods.”

The Spanish explorer Hernando Cortez went to America in 1519. He visited the Mexican emperor Montezuma. He saw that Montezuma drank cacao mixed with vanilla and spices. Cortez took some cacao home as a gift to the Spanish King Charles. In Spain, people began to drink Cortez's chocolate in a drink with chili peppers. However, the natural taste of cacao was too bitter for most people. To sweeten the drink, Europeans added sugar to the cacao drink. As a sweet drink, it became more popular. By the 17th century, rich people in Europe were drinking it.

Later, people started using chocolate in **pastries**, like pies and cakes. In 1828, Dutch chocolate makers started using a new process for removing the fat from cacao beans, and getting to the center of the cacao bean. The Dutch chocolate maker Conrad J. van Houten made a machine that pressed the fat from the bean. The resulting powder mixed better with water than cacao did. Now, some call van Houten's chocolate “Dutch chocolate.”

It was easy to mix Dutch chocolate powder with sugar. So other chocolate makers started trying new **recipes** that used powdered chocolate. People started mixing sweetened chocolate with cocoa butter to make solid chocolate bars. In 1849, an English chocolate maker made the first chocolate bar. In the 19th century, the Swiss started making milk chocolate by mixing powdered milk with sweetened chocolate. Milk chocolate has not changed much since this process was invented.

Today, two countries - Brazil and Ivory Coast - account for almost half the world's chocolate. The United States imports most of the chocolate in the world, but the Swiss eat the most chocolate per person. The most chocolate eaten today is sweet milk chocolate, but people also eat white chocolate and dark chocolate.

Cocoa and dark chocolate are believed to help **prevent** heart attacks, or help keep them from happening. They are supposed to be good for the circulatory system. On the other hand, the high fat content of chocolate can cause weight gain, which is not good for people's health. Other health claims for chocolate have not been proven, but some research shows that chocolate could be good for the brain.

Chocolate is a popular holiday gift. A popular Valentine's Day gift is a box of chocolate candies with a card and flowers. Chocolate is sometimes given for Christmas and birthdays. Chocolate eggs are sometimes given at Easter.

Chocolate is **toxic** to some animals. An ingredient in chocolate is poisonous to dogs, cats, parrots, small rodents, and some livestock. Their bodies cannot process some of the chemicals found in chocolate. Therefore, they should never be fed chocolate.



Questions:

1) How did people first consume chocolate?

- A. As a sweet drink
- B. As a bitter drink
- C. As a chocolate bar
- D. In cakes and pastries
- E. As a white chocolate bar

2) Why did Linnaeus name the plant *Theobroma*?

- A. Because he believed it to be a “gift from heaven.”
- B. Because he believed it to be “food of the gods.”
- C. Because he thought chocolate to be toxic.
- D. Because chocolate was so rare.
- E. Both B and C are correct.

3) Who was Montezuma?

- A. He was an explorer from Mexico.
- B. He was the emperor of Mexico.
- C. He was an explorer from Spain.
- D. He was the king of Spain.
- E. He was a baker in Spain.

4) Who made the first powdered chocolate?

- A. Cortez
- B. Linnaeus
- C. Columbus
- D. van Houten
- E. King Charles

5) Which people eat the most chocolate per person?

- A. The Dutch
- B. The Swiss
- C. The English
- D. The Mexicans
- E. The Brazilians

Vocabulary:

1) A *divine* gift is...

- A. a chocolate gift.
- B. a gift from God.
- C. a delicious gift.
- D. a bitter gift.
- E. a dangerous gift.

2) *Pastries* are...

- A. sweet baked goods.
- B. bitter-tasting drinks.
- C. chocolate candy bars .
- D. chocolate candies.
- E. Both C and D are correct.

3) What are *recipes*?

- A. Herbs and Spices
- B. Countries
- C. Machines
- D. Food ingredients
- E. Chocolate powders

4) When you *prevent* something, you...

- A. do not let it happen.
- B. do not discuss it.
- C. do not allow it.
- D. do not stop it
- E. Both A and C are correct.
- F. Both A and B are correct.

5) If something is *toxic* it is...

- A. poisonous.
- B. disgusting.
- C. emotional.
- D. popular.
- E. harmless.



“Interstate Highways”

Reading Comprehension – Informational Passages

Directions: Read the passage. Then answer questions about the passage below.

The year 2006 was the golden anniversary, or the 50th birthday, of the Dwight D. Eisenhower National System of Interstate and Defense Highways. This system, usually referred to as The Interstate Highway System, is a system of freeways named after the U.S. President who supported it. The system is the largest highway system in the world, consisting of 46,876 miles (75,440 km) of freeways. The construction of the interstate highway system is an important part of American history. It has played a major role in **preserving** and maintaining the American way of life.

The Interstate highway system has several major functions. One of its major functions is to **facilitate** the distribution of US goods. Because the interstate passes through many downtown areas, it plays an important role in the **distribution** of almost all goods in the United States. Nearly all products travel at least part of the way to their destination on the Interstate System. Another major function of the Interstate system is to facilitate military troop movement to and from airports, seaports, rail terminals and other military destinations. The Interstate highways are connected to routes in the Strategic Highway Network, which is a system of highways that are **vital** to the U.S. Department of Defense.

Today, most of the Interstate system consists of newly constructed highways. The longest section of the Interstate system runs from Boston, Massachusetts to Seattle, Washington. It covers 3,020.54 miles. The shortest two-digit interstate is from Emery, North Carolina to Greensboro, North Carolina. It covers only 12.27 miles. All state capitals except five are served by the system. The five that are not directly served are Juneau, AK, Dover, DE, Jefferson City, MO, Carson City, NV, and Pierre, SD. The Interstate Highway System serves almost all major U.S. cities.

Each Interstate highway is marked with a red, white, and blue shield with the word “Interstate,” the name of the state, and the route number. Interstate highways are named with one or two-digit numbers. North–south highways are **designated** with odd numbers; east–west highways are named with even numbers. The north–south Interstate highways begin in the west with the lowest odd numbers; the east–west highways begin in the south with the lowest even numbers. There are mile markers at each mile of the Interstate system, starting at the westernmost or southernmost point on the highway. Every Interstate highway begins with the number “0.” Interchanges are numbered according to their location on the highway in relation to mileage; an exit between milepost 7 and milepost 8 would be designated “Exit 7.” This system allows drivers to quickly estimate the distance to a desired exit, which is a road leading off the highway. Despite the common acceptance of the numbering system on the Interstate highways, some states have adopted different numbering systems. For example, a portion of the Interstate 19 in Arizona is measured in kilometers instead of miles since the highway goes south to Mexico.

Since the Interstate highways are freeways – highways that do not have stop signs and cross streets – they have the highest speed limits in the nation. Most Interstate highways have speed limits between 65–75 miles per hour (105–120 kilometers per hour), but some areas in Texas and Utah have an 80 mile–per–hour (130 kilometer–per–hour) speed limit.

The federal government primarily funds interstate highways. However, they are owned and operated by the individual states or toll authorities in the states. The federal government generally funds up to 90% of the cost of an Interstate highway, while the states pay the remainder of the cost.

Questions:

1) Which President supported the Interstate Highway System?

- A. Jefferson
- B. Eisenhower
- C. Washington
- D. Bush
- E. Obama

2) When did the Interstate Highway System begin?

- A. 1946
- B. 1956
- C. 1957
- D. 2000
- E. 2006

3) Where are the highest-numbered East-West Interstate highways located?

- A. In the Eastern U.S.
- B. In the Western U.S.
- C. In the Southern U.S.
- D. In the Northern U.S.
- E. In the Midwestern U.S.

4) How does a driver leave an Interstate highway?

- A. By taking a cross street
- B. By taking a toll road
- C. By taking a freeway
- D. By taking an exit
- E. By driving on the grass

5) Where are the highest speeds allowed on Interstate highways?

- A. Massachusetts
- B. Texas
- C. Utah
- D. North Carolina
- E. Both B and C are correct.

Vocabulary:

1) When you **preserve** something, you...

- A. keep and maintain it.
- B. uphold and exercise it.
- C. strengthen it.
- D. make it more pleasant.
- E. make it more complicated.

2) When you **facilitate** something, you

- A. easier.
- B. more complicated.
- C. more lengthy.
- D. make it easier.
- E. less interesting.

2) Something **vital** is very...

- A. national.
- B. important.
- C. expensive.
- D. audacious.
- E. perilous.

3) **Distribution** is the process of...

- A. traveling.
- B. taking up.
- C. giving out.
- D. producing.
- E. manufacturing.

5) If something is **designated**, it is...

- A. made.
- B. saved.
- C. required.
- D. included.
- E. marked.





“The U.S. Census”

Reading Comprehension – Informational Passages ⁽⁶⁾



Directions: Read the passage. Then answer questions about the passage below.

Every ten years, in years ending with a zero, the U.S. Census Bureau counts all the people in the United States. The creation of a census is a process required by the U.S. Constitution. The results of the census are used to **distribute** government money and to allocate seats in Congress. The seats in the House of Representatives are allocated according to population. The population of your state determines how many seats your state has.

The first census of the United States was taken in 1790. At that time, there were an estimated 3,929,214 people in the United States. This estimate is low because the census records for five states were missing. In addition, slaves and Indians were not counted. At that time, the census was intended to show how many men were available for military service. By the time of the tenth census in 1890, the population was estimated to be 50,189,209. In 1920, at the time of the fourteenth census, the population first topped 100 million. The 1920 population was estimated to be 106,021,537. 1950 was the first time a computer was used for the census. The new room-sized computer named ENIAC was used for parts for the count. In fact, the Census Bureau **acquired** its own computer, named UNIVAC, during that era. By the year 2000, there were 281,421,906 people in the United States. That information was gathered using high-speed supercomputers, quite a difference from the 200 men who traveled throughout the country on horseback gathering information for the first census!

The census is important because the results are used to decide how federal money will be distributed throughout the country. Money for education, health care for older people, and funds for community development and housing is sent to the states according to the number of people in each state. Local and state governments use the results of the census to help them decide where to build schools, libraries, bridges, highways, and other public projects. Businesses use the numbers to help them **determine** where to open new businesses.

It is completely safe to give information to the U.S. Census Bureau. The law does not allow the Census Bureau to give out information about individuals. There is a 72-year waiting period. The waiting period is enforced so that people will feel free to tell the truth on the census questionnaires. The last census for which information is available is the 1930 census. Census workers may not give out personal information about people. If they break this law, they can go to prison for five years and pay \$5,000 in fines.

The official census is taken on April 1 of each census year. During March of the census year, the U.S. government counts people who do not live at a specific address. It counts students in dormitories, people in nursing homes, prisons and other places where **transient** people stay. It sends out questionnaires to most **residences**. Then census enumerators – people who count people – go from door to door to count people who do not respond to the questionnaires. Census workers must count migrant workers, seasonal farm workers, and people who live outdoors or in vehicles. They must also count people who live on ships, military bases, or in remote areas. The Census Bureau sets up help centers and toll-free phone numbers to help people fill out the census forms. The Census Bureau really wants to get accurate information about the people living in the U.S. The Bureau spends years preparing each census. It now costs billions of dollars to conduct a U.S. Census. The total cost of the 2010 census will be about 14 billion dollars!



Questions:

1) When was the first U.S. Census?

- A. 1780
- B. 1790
- C. 1870
- D. 1890
- E. 1896

2) How many enumerators worked on the first census?

- A. 100
- B. 200
- C. 1920
- D. 2000
- E. 2150

3) When were computers first used in the census?

- A. 1950
- B. 1970
- C. 1990
- D. 2000
- E. 2001

4) If a census worker gives out personal census information, he or she...

- A. could be forced go to jail.
- B. could be forced to pay a fine.
- C. must leave the U.S.
- D. must forfeit their position.
- E. Both A and B are correct.

5) When will the results of the 2010 census be available?

- A. 2011
- B. 2028
- C. 2082
- D. 2110
- E. 2092

Vocabulary:

1) The best synonym for **distribute** is...

- A. tax.
- B. give out.
- C. count up.
- D. charge.
- E. reclaim.

2) The best synonym for **acquired** is...

- A. obtained.
- B. built.
- C. made.
- D. rejected.
- E. owned.

3) The best synonym for **determine** is...

- A. refuse.
- B. decide.
- C. pay for.
- D. compromise.
- E. plan for.

4) **Transient** people are people who...

- A. live at the same address all the time.
- B. move from place to place.
- C. count other people.
- D. have migrated from another land.
- E. None of the above.

5) **Residences** are...

- A. toll-free phone numbers.
- B. places where people live.
- C. places where people eat.
- D. people who live on boats.
- E. people who count people.



“Houses Around the World”

Reading Comprehension – Informational Passages



Directions: Read the passage. Then answer questions about the passage below.

Do you live in a house? You might be surprised to learn that there are many, many kinds of houses. Most people in the United States are used to houses made of wood or bricks. But many people around the world live in houses made of grass, dirt, or cloth.

In the Great Rift Valley of Eritrea, the nomadic people who are in the Atr tribe build their houses of straw. Their houses are shaped like domes – half spheres. The homes are small and cool. The people can move their houses when they want to move. Since the people are **nomads**, they move often. They take their animals to new places in order to find food.

People who belong to the Uros tribe of Lake Titicaca, Peru build their houses of reeds. Not only that — they also live on islands that are made of reeds! Their boats are made of reeds too! About 2,000 people live on these man-made islands. They started to build their own islands about 500 years ago.

In Andalusia, in the south of Spain, some people live in underground houses. This kind of house is called a *cueba*. During the winter, the houses stay warm. During the summer, the houses stay cool.

In Sana'a, Yemen, some people live in tall houses made of bricks. These bricks are made of clay, straw, and soil. The bricks last many years — maybe as long as 500 years. The modern houses in Sana'a are made to look like the older, **traditional** houses, but they are made of concrete instead of bricks.

In Mindanao in the Philippines, some people still live in tree houses. The tree houses are made of bamboo with grass roofs. The houses are good lookouts for snakes and wild animals. The air is cool and the houses stay dry. Now, most people use these tree houses as meeting places.

The fishermen of Sabah, Malaysia build their houses on the water. They use wood from mangrove trees. This wood stays strong in the water. The houses receive official addresses from the government.

Fujian, China has many townhouses that are made of hard-packed **soil**. The dirt becomes as strong as brick when it is packed hard. One large family group lives in a townhouse. The townhouses were built around 300 years ago. A group of townhouses is protected by a thick dirt-packed wall.

In the Gobi Desert in Mongolia, some nomadic people live in homes called *gels*. These homes are made of cloth. The cloth is filled with animal hair. Two poles in the center of the house hold the house up. The people move often to find food for their animals. The houses are easy to move and set up.

Some American Indians live in teepees. These homes are made of cloth or buffalo hide. There are wooden poles used to hold the teepee up. Now some people use teepees only for special ceremonies, but people used to live in them all the time.

The traditional houses of Chitos, Greece, are made of stone. They have arched doorways and indoor courtyards. They have outdoor dining rooms which are **decorated** with tile and rock. This means they are ornamented, and made to look more beautiful.

The Dayak people of Indonesia build some of their houses on stilts, several feet above the ground. The frame of the house is made of iron. The walls are made of tree bark. The floors are made of wooden planks which are placed side by side. The houses are decorated with pictures of water snakes and rhinoceros birds. These animals are part of the people's story of **creation**, or how the world was made.

People build their houses to fit the needs of their lives. The houses are different, but one thing is the same wherever you go. There's no place like home!

Questions:

1) How are the islands and the houses of the Uros tribe the same?

- A. They are both made by machines.
- B. They are both made of reeds.
- C. They are both made of soil.
- D. They are both built on land.
- E. They are both very modern.

2) Why did people live in tree houses?

- A. So they could see far.
- B. So they could stay cool.
- C. So they could stay safe.
- D. All of the above.
- E. None of the above.

3) Which groups have cloth houses?

- A. The Atr and the Uros people.
- B. The Dayak and the Greek people.
- C. Mongolians and American Indians.
- D. Andalusians and the Dayak people.
- E. The Greek and the Malaysian people.

4) Where do houses have outdoor rooms?

- A. In Greece.
- B. In Malaysia.
- C. In Indonesia.
- D. In the Philippines.
- E. In the Gobi Desert.

5) Why are Dayak houses decorated with pictures of snakes??

- A. The Dayak people are afraid of snakes.
- B. The snake pictures scare away other animals.
- C. The snakes are part of the Dayak creation story.
- D. Both B and C are correct.
- E. None of the above

Vocabulary:

1) **Nomads** are people who...

- A. live on small farms.
- B. move from place to place.
- C. build their homes of stone.
- D. live in underground houses.
- E. build their homes on the water.

2) **Traditional** houses are houses that have been built...

- A. to be easy to move.
- B. of clay, straw, and soil.
- C. the same way for a long time.
- D. with the dining rooms outdoors.
- E. with decorations of tile and rock.

3) What is another word for **soil**?

- A. Tile
- B. Dirt
- C. Cloth
- D. Brick
- E. Concrete

4) When something is **decorated**, it is...

- A. made larger.
- B. made stronger.
- C. made to look more beautiful.
- D. made to look more frightening.
- E. None of the above.

5) **Creation** is the process of...

- A. making something.
- B. moving something.
- C. living in something.
- D. decorating something.
- E. holding something up.



“Sleep”

Reading Comprehension – Informational Passages



Directions: Read the passage. Then answer questions about the passage below.

“Wake up!” Do you hear these words often? If so, maybe you are not getting enough sleep. What is sleep? Why do people sleep? How much sleep do you need?

All people sleep. All mammals and birds also sleep. Some reptiles, amphibians, and fish sleep too. Scientists understand some of the reasons for sleep. But they do not understand everything about it.

There are two kinds of sleep in mammals and birds. One kind of sleep is Rapid Eye Movement sleep, which we call REM sleep. The other kind of sleep is Non-Rapid Eye Movement sleep, which we call NREM or non-REM sleep. The American Academy of Sleep Medicine divides NREM sleep into three **stages**: N1, N2, and N3 sleep.

When people first go to sleep, they are in NREM sleep. The first stage of NREM sleep is N1 sleep. During N1 sleep, people get very drowsy. Some people have muscle twitches during this part of sleep. People are not very **conscious** of, or aware of, their surroundings during this stage of sleep. Brain monitors identify small, slow, and irregular brain waves during N1 sleep. The second stage of sleep is N2 sleep. People are not at all conscious of their surroundings during N2 sleep. About 45%-55% of total adult sleep is N2 sleep. Brain monitors identify large brain waves with quick bursts of activity during N2 sleep. The third stage of sleep is N3 sleep. It is very deep sleep. Brain monitors identify very slow brain waves during N3 sleep. Therefore, N3 sleep is called slow-wave sleep (SWS.)

After N3 sleep, people cycle back to lighter N2 sleep before going into REM sleep. People cycle through the stages of NREM sleep 4 or 5 times each night and enter REM sleep several times during one night. Dreams occur during REM sleep and the eyes move quickly beneath closed eyelids. During REM sleep, people and animals are **paralyzed**. Scientists think people enter a state in which they cannot move so they will not hurt themselves while they are dreaming.

The National Sleep Foundation in the United States says that 7–9 hours of sleep daily is best for an adult. Seven to nine hours of sleep is good for memory, alertness, problem-solving, and health. Less than six hours of sleep affects the ability to think. Getting too much sleep may not be good for people either. Too much sleep is linked to sickness and depression.

Babies need a lot more sleep than adults. A newborn infant needs up to 18 hours of sleep each day. A baby spends about nine hours in REM sleep. Five-year-olds need 11–13 hours of sleep each day. A five-year-old spends about 2 hours in REM sleep. Teenagers need 9–10 hours of sleep each day. Pregnant women need more sleep than other adults. Many people think that **elderly** people need less sleep than younger adults, but that is not true. Most adults do well with 7–9 hours of sleep.

Scientists are not sure of all the reasons for sleep. They know that sleep helps the body heal and grow. Sleep helps the immune system – which helps people fight disease. Sleep helps the **infant** brain grow. It seems that REM sleep is especially important for babies' brain growth. It also seems that sleep is a time for processing memories. Why do we dream? Some scientists believe that dreams have a psychological purpose. Some think that dreams help organize our brains. Some think that dreams are the result of random brain activity during REM sleep.

Sleep patterns differ substantially from culture to culture. Cultures with **artificial** light have different sleep patterns from cultures without artificial light (like electric lamps.) In cultures that use artificial light, people usually go to sleep later at night, and they sleep through the night. In other cultures, people often sleep for two periods. They go to sleep shortly after the sun goes down. They sleep deeply for several hours. Then, they tend to wake up for several hours. Afterward, they go to sleep again for several more hours. In hunter-gatherer groups, people sleep off and on throughout the day and night.

People sleep in a variety of places, too. Some people sleep on the ground. Some sleep on mats or in beds. Some use pillows, blankets, and other bedding. But they all sleep!

Good night! Sweet dreams!



Questions:

1) What happens during REM sleep?

- A. The sleeper dreams.
- B. The sleeper becomes paralyzed.
- C. The sleeper's eyes move rapidly.
- D. All of the above are correct.
- E. Both A and C are correct.

2) How much sleep should an adult get?

- A. 6-8 hours.
- B. 8 hours.
- C. 7-9 hours.
- D. At least 9 hours.
- E. As much as possible.

3) Which group needs the most sleep?

- A. Babies
- B. Teenagers
- C. Adults
- D. Pregnant women
- E. Elderly adults

4) What are some of the known reasons why people sleep?

- A. In order to grow
- B. In order to stay healthy
- C. In order to fight sickness
- D. In order to improve problem-solving
- E. All of the above

5) Why do people dream?

- A. Dreams might help organize our brains.
- B. Dreams might be random brain activity.
- C. Dreams might have a psychological purpose.
- D. Dreams might reenergize your body.
- E. A and B are correct.
- F. A, B, and C are correct.

Vocabulary:

1) **Stages** are...

- A. time periods.
- B. eras in history.
- C. memories.
- D. reasons.
- E. drawn out situations.

2) If you are **conscious** of something,...

- A. you know about it.
- B. you are aware of it.
- C. you have trouble thinking.
- D. Both A and B are correct.
- E. Both A and C are correct.

3) If you are **paralyzed**, you...

- A. cannot sleep.
- B. cannot move.
- C. do not dream.
- D. do not understand.
- E. do not fight sickness.

4) The best synonym for **elderly** people is...

- A. babies.
- B. children.
- C. teenagers.
- D. older adults.
- E. pregnant women.

5) What is an **infant**?

- A. A newborn baby
- B. A young child
- C. An adult
- D. Both A and B are correct.
- E. Both A and C are correct.

6) If something is **artificial**, it is...

- A. realistic.
- B. true.
- C. non-natural.
- D. non-human.
- E. non-functional.



Intermediate Informational Passages Reading Comprehension Answer Key

Helicopters		Yellowstone		Empress of the Blues		The Cactus		Space Exploration	
1. A	1. A	1. A	1. D	1. D	1. A	1. D	1. C	Voyagers 1 and 2	
2. A	2. B	2. D	2. C	2. B	2. A	2. D	2. B	1. C	1. C
3. D	3. A	3. B	3. D	3. C	3. C	3. A	3. A	2. C	2. A
4. B	4. C	4. D	4. A	4. A	4. A	4. A	4. B	3. A	3. C
5. A	5. D	5. B	5. A	5. C	5. C	5. D	5. D	4. B	4. B
								5. C	5. D
Television		Hibernation and Estivation		Marco Polo		Movie Ratings		Birdsongs	
1. C	1. A	1. D	1. A	1. D	1. A	1. D	1. A	1. D	1. D
2. C	2. C	2. B	2. C	2. B	2. B	2. A	2. C	2. D	2. D
3. C	3. C	2. B	2. C	3. C	3. B	3. C	3. A	3. D	3. C
4. C	4. C	3. D	3. C	4. A	4. B	4. D	4. B	4. C	4. A
5. B	5. A	4. A	4. D	5. C	5. C	5. C	5. B	5. B	5. D
Counting		Easter Island		Mosquitoes		Fingerprints		Mother's Day	
1. B	1. D	1. D	1. D	1. D	1. C	1. A	1. C	1. B	1. A
2. C	2. A	2. D	2. B	2. B	2. C	2. D	2. C	2. A	2. A
3. D	3. B	3. C	3. A	3. E	3. B	3. C	3. C	3. A	3. D
4. B	4. C	4. B	4. C	4. A	4. A	4. B	4. C	4. C	4. B
5. D	5. B	5. B	5. A	5. E	5. C	5. E	5. A	5. D	5. A
Europe		Cells		Soccer		Bathtubs		Pollution	
1. B	1. D	1. D	1. D	1. A	1. C	1. B	1. A	1. E	1. B
2. E	2. E	2. E	2. A	2. B	2. D	2. C	2. E	2. D	2. D
3. E	3. D	3. E	3. A	3. C	3. C	3. D	3. A	3. F	3. A
4. E	4. B	4. A	4. D	4. D	4. C	4. E	4. E	4. A	4. C
5. A	5. D	5. B	5. B	5. E	5. C	5. E	5. C	5. E	5. E
6. F	6. B								
Chocolate		Interstates		US Census		Houses Around the World		Sleep	
1. B	1. B	1. B	1. A	1. B	1. B	1. B	1. B	1. D	1. A
2. B	2. A	2. B	2. D	2. B	2. A	1. B	1. B	2. C	2. D
3. B	3. D	3. D	3. B	3. A	3. B	2. D	2. C	3. A	3. B
4. D	4. E	4. D	4. C	4. E	4. B	3. C	3. B	4. E	4. D
5. B	5. A	5. E	5. E	5. C	5. B	4. A	4. C	5. F	5. A

• Reading Comprehension 1 Level 10

Directions: Read the passage. Then answer the questions below.

Xandersol, a new, potentially lethal drug, is being blamed for numerous illnesses and the deaths of six Anchorstown residents. According to water and sewer authority officials, the drug has somehow found its way into the city water system, resulting in the contamination of household drinking water for thousands of local residents.

The question lies not in determining how, but, more importantly, where the drug entered the city water system; once the leak is found it can quickly be contained. Experts agree that, given the relative scarcity of Xandersol in amounts large enough to affect an entire community, the leak could only have occurred in the following three locations: 1) the Griffen Pharmaceuticals Production Facility (GPPF), 2) the Waste Pharmaceuticals Processing Plant (WPPP), or 3) the Riverdale Testing Center (RTC).

Support for the claim that Xandersol entered the city water system at the GPPF is widespread. According to a recent poll, an overwhelming majority of local residents—nearly 80%—believe this to be the case. Marcia Downing, a mother of three, advocates that the GPPF is to blame. "It seems pretty obvious that the leak happened at the GPPF," she says. "Just ask around. Nearly everyone on the block will tell you so. I mean, I don't understand what the big mystery is. If everyone says it's true, then it's probably true. Strength in numbers," she says. "That's what my mom used to say." As a result of the disaster, Marcia has had to take off work to care for her children, whom she believes have been adversely affected by the contaminated water. "I've taken off three days since the disaster. And those are unpaid days. I don't have the luxury of paid sick days like some people." She shakes her head. "You know things are bad when you can't even drink the water."

While support for the claim that Xandersol entered the water at the GPPF is popular, this theory lacks the support of widely recognizable figures such as big name actor Evert Milkin. Milkin, on location for a shoot for his upcoming blockbuster movie, had a chance to spend two days in Anchorstown. Upon being warned about the drinking water problem, he decided to investigate for himself. Milkin was shocked at what he found. He purports to have discovered a dried pool of Xandersol residue collected about the entrance of a city sewer opening just outside the WPPP. Acting upon these findings, Milkin has galvanized many to support the claim that the Xandersol entered the city water system at the WPPP. Alyssa Davis, one of Milkin's newest followers, explains, "If a nationally recognized and highly respected actor like Milkin tells you it's true, you can rest assured it most definitely is." Milkin says that he won't comment on his plans to indict the WPPP for negligence, but he says that the "wheels are in motion."

Since Milkin's investigation, the WPPP has come under increased scrutiny. But that is not to say the RTC is not also feeling the heat. According to local engineer Todd Severs, the RTC is the one at fault. "It should be pretty clear to everyone that the RTC is responsible for the disaster. Just take a look at their past record. In the last two years alone, the RTC has incurred 16 citations for noncompliance with federal and state drug testing standards." Severs continues, "Make no mistake, a corporation like that is the one to turn your attention to in a situation like this." In recent days, Severs' statements have begun to resonate with the public. When confronted with growing concern, the RTC issued the following statement in its defense: "We of the RTC are troubled by the recent accusations regarding our involvement in the contamination of the city water system. While we understand that much of this blame stems from our poor record of upholding testing standards, we would like to remind local residents of the simple, yet important facts: The RTC has been testing the drugs that the people have come to depend on. What is more, we have done it on a shoestring budget. Many of our employees are forced to work under meager circumstances—circumstances that few would put up with unless they weren't so dutifully driven to carry out this noble endeavor. Several of our employees are barely able to clothe their children and put food on the table. In our quest to create safe, helpful, reliable drugs, regardless of the hardships we suffer, it seems we have now become completely unappreciated."

Reports of those adversely affected by Xandersol are on the rise. In desperation, residents have resorting to fitting out their taps with makeshift Xandersol filters. For many, it seems no solution is on the horizon. In passing, we conducted a final interview with a man pushing a cart who, despite our efforts, evades identification. "Instead of wasting time blaming everybody," says the man, "why not just check all three?" It seems he is referring to the GFFC, WPPP, and RTC—the three potential leak sites. "I'm thirsty," he continues, moving away. "You wouldn't happen to have any bottled water, would you?"

Questions

- 1) In which of the following publications would this passage be most likely to appear?
 - A. a magazine about powerful new drugs
 - B. an Anchorstown newspaper
 - C. a cautionary pamphlet included in every new pack of Xandersol
 - D. an encyclopedia article about Xandersol
 - E. a blockbuster movie review

- 2) Based on its use in paragraph 3, it can be inferred that **advocate** belongs to which of the following word families?
 - A. acknowledge, concede, recognize
 - B. adjudicate, determine, select
 - C. propose, suggest, recommend
 - D. champion, bolster, support
 - E. admit, concede, grant

- 3) Which of the following logical fallacies is present in the argument made in paragraph 3 regarding the claim that the GFFC is responsible for the disaster?
 - A. *Hasty generalization*, characterized by making assumptions about a whole group or range of cases based on a sample that is inadequate (usually because it is atypical or too small).
 - B. *Missing the point*, characterized by a condition in which the premises of an argument do support a particular conclusion—but not the conclusion that the arguer actually draws.
 - C. *Slippery slope*, characterized by an argument in which the arguer claims that a sort of chain reaction, usually ending in some dire consequence, will take place, but without enough evidence for that assumption. The arguer asserts that if we take even one step onto the "slippery slope," we will end up sliding all the way to the bottom; he or she assumes we can't stop partway down the hill.
 - D. *Weak analogy*, characterized by an argument that relies on an analogy between two or more objects, ideas, or situations which are not really alike in the relevant respects.
 - E. *Ad populum*, characterized by an argument in which the arguer takes advantage of the desire most people have to be liked and to fit in with others, using that desire to try to get the audience to accept his or her argument.

- 4) As used in paragraph 4, which of the following describes something that is **galvanized**?
 - A. Jamie is a welder. Yesterday, I watched him join two pieces of soft, red hot metal by hammering them together. Sometimes he adds fusible materials to the pieces to be joined.
 - B. When a bone in the human body gets broken, it can take months before it becomes fully healed. Oftentimes, once the fractured ends are fused back together, the bone is stronger after the break than it was before.
 - C. In Darbyville, poor work conditions have gone unchecked for too long, and the situation is getting worse. Margo is exciting the impoverished class to rise up against their oppressors.
 - D. Ichiro is tired of being unappreciated at work. So, he decides to do something about it: tomorrow he will ask to meet with his boss to discuss the situation personally.
 - E. Joining in the movement that is sweeping the nation, Alyssa Deporto Roberts, the world renowned artist, has agreed to quit smoking. The news is making headlines.

5) Which of the following logical fallacies is present in the argument made in paragraph 4 regarding the claim that the WPPP is responsible for the disaster?

- A. *Ad hominem*, characterized by an argument in which the arguer attacks his or her opponent instead of the opponent's argument.
- B. *Red herring*, characterized by an argument in which, partway through the argument, the arguer goes off on a tangent, raising a side issue that distracts the audience from what is really at stake.
- C. *Begging the question*, characterized by an argument that asks the reader to simply accept the conclusion without providing real evidence; the argument either relies on a premise that says the same thing as the conclusion (commonly referred to as "being circular" or "circular reasoning"), or simply ignores an important (but questionable) assumption that the argument rests on.
- D. *Appeal to ignorance*, characterized by the supposition that, due to a lack of conclusive evidence, the conclusion of an argument should be accepted.
- E. *Appeal to authority*, characterized by the attempt to get readers to agree with us simply by impressing them with a prominent figure or by appealing to a supposed authority who really is not much of an expert.

6) Which of the following logical fallacies is present in the argument made in paragraph 5 regarding the claim that the RTC is responsible for the disaster?

- A. *Post hoc*, characterized by an argument in which two sequential events are said to be causally related, when this is not actually the case; the arguer wrongly concludes that the earlier event caused the later. That is, correlation is not the same thing as causation.
- B. *Ad hominem*, characterized by an argument in which the arguer attacks his or her opponent instead of the opponent's argument.
- C. *Hasty generalization*, characterized by making assumptions about a whole group or range of cases based on a sample that is inadequate (usually because it is atypical or too small).
- D. *Equivocation*, characterized by sliding between two or more different meanings of a single word or phrase that is important to the argument.
- E. *False dichotomy*, characterized by an argument in which the arguer makes it look like there are only two choices (one that is logical and one that is illogical), when, in reality, there are multiple options.

7) As used in paragraph 5, which is the best antonym for **resonate**?

- A. reflect
- B. reduce
- C. repeat
- D. renounce
- E. reverberate

8) Which of the following logical fallacies is present in the argument made in paragraph 5 regarding the defense put forth by the RTC?

- A. *Missing the point*, characterized by an argument in which the premises support a particular conclusion—but not the conclusion that the arguer actually draws.
- B. *Ad populum*, characterized by an argument in which the arguer takes advantage of the desire most people have to be liked and to fit in with others, using that desire to try to get the audience to accept his or her argument.
- C. *Appeal to pity*, characterized by an argument in which the arguer tries to get people to accept a conclusion by making them feel sorry for someone.
- D. *Slippery slope*, characterized by an argument in which the arguer claims that a sort of chain reaction, usually ending in some dire consequence, will take place, but without enough evidence for that assumption. The arguer asserts that if we take even one step onto the "slippery slope," we will end up sliding all the way to the bottom; he or she assumes we can't stop partway down the hill.
- E. *Red herring*, characterized by an argument in which, partway through the argument, the arguer goes off on a tangent, raising a side issue that distracts the audience from what is really at stake.

Answers and Explanations

1) B

In paragraph 1, we learn that Xandersol has caused “the deaths of six Anchorstown residents” and has contaminated the “household drinking water for thousands of local residents.” The passage continues to quote opinions from local residents. From these facts we can infer that the passage has a local focus and is of particular interest to the residents of Anchorstown. The passage presents three differing opinions about who is to blame for the leak, and it does not take a side in the issue. From this structure, as well as the unbiased tone, we can infer that the passage presents an impartial, informative view of the situation. An Anchorstown newspaper would be an impartial, informative publication of particular interest to local Anchorstown residents. Therefore **(B)** is correct. While we learn in paragraph 1 that Xandersol is a powerful new drug, the focus of the passage is not on the drug but on the group responsible for the leak. The passage is also addressed to a local audience. For these reasons, it would not make sense for the passage to appear in a magazine about powerful new drugs. Therefore **(A)** is incorrect. Since the focus of the passage is not about the specific negative effects of exposure to Xandersol, it would not make sense for the passage to appear in a cautionary pamphlet included in every new pack of Xandersol. Therefore **(C)** is incorrect. The local focus on Anchorstown and the lack of details about what Xandersol is make this passage unsuitable for an encyclopedia article about Xandersol. Therefore **(D)** is incorrect. Though the actor Evert Milkin is in Anchorstown filming for his blockbuster movie, the focus of the passage is on the Xandersol leak, not the movie, so this passage would not belong in a movie review. Therefore **(E)** is incorrect.

2) D

advocate (verb): to speak, plead, or argue in favor of.

In paragraph 3, we learn that “Marcia Downing, a mother of three, advocates that the GPPF is to blame.” In Marcia’s following remarks, she argues in favor of the theory that GPPF is to blame. Using this information, we can understand that *advocate* means to argue in favor of something. This meaning fits in well with the word family *champion, bolster, support*. Therefore **(D)** is correct. To *acknowledge, concede, recognize* something is to accept or comprehend the facts. To *advocate* means to take a side of a controversial issue, not just accept it. Therefore **(A)** is incorrect. While in order to advocate one must choose a side, it is more specific than merely to *adjudicate, determine, select*. To advocate one must choose and also argue for a position. Therefore **(B)** is incorrect. To *propose, suggest, recommend, select* something implies a willingness to hear other positions and alternatives. To advocate for something implies already having made a decision and chosen a side. Therefore **(C)** is incorrect. To *admit, concede, grant* something is to give in to the opposing side, which is not the same as to advocate. Therefore **(E)** is incorrect.

3) E

In paragraph 3, we learn that “an overwhelming majority of local residents—nearly 80%—believe” that Xandersol entered the water system at GFFC. From this fact we know that most people in Anchorstown believe this theory. Also in paragraph 3, Marcia Downing claims, “Nearly everyone on the block will tell you so. I mean, I don’t understand what the big mystery is. If everyone says it’s true, then it’s probably true.” Downing claims here that if most people believe something, it must be right. This logical fallacy relies on the belief that people want to be liked and fit in with others, so they will go along with the majority opinion. *Ad populum* means “to the people” in Latin. An appeal to the people implies that if most people think something, it is the truth, regardless of facts. Therefore **(E)** is correct. In paragraph 3, there are no assumptions made about a large group based on an inadequate sample. Therefore **(A)** is incorrect. There are no premises to the argument which support a different conclusion than the one actually drawn. Therefore **(B)** is incorrect. There is no information in the paragraph about a chain reaction ending in a dire consequence. Therefore **(C)** is incorrect. There is no analogy or comparison between two things in this paragraph. Therefore **(D)** is incorrect.

4) C

galvanize (verb): to arouse to awareness or action; spur.

In paragraph 4, we learn that the famous actor Evert Milkin “has galvanized many to support the claim that the Xandersol entered the city water system at the WPPP.” From this line, we can infer that to *galvanize* means to inspire, spur or arouse to action. *Excite* is a synonym for *galvanize*. In the same way that Milkin excited many to support his claim about Xandersol, Margo is exciting the impoverished class to rise up against their oppressors in Darbyville. Therefore **(C)** is correct. To *galvanize* can mean to coat metals such as iron or steel with a protective coating, in the context of welding or metallurgy. However, that is not the meaning used in paragraph 4. Therefore **(A)** is incorrect. A fused broken bone is not an example of arousing people to awareness or action. Therefore **(B)** is incorrect. Ichiro arouses himself to action when he decides to confront his boss personally. However, he does not arouse others to action in the way that Milkin does in the passage. Therefore **(D)** is incorrect. Making a personal decision to quit smoking does not require arousing others to awareness or action. Making headlines is also not the same as arousing others to awareness. Therefore **(E)** is incorrect.

5) E

In paragraph 4, we learn that “big name actor Evert Milkin” supports the claim that WPPP is responsible for the disaster. Later in the paragraph, Alyssa Davis is quoted as saying, “If a nationally recognized and highly respected actor like Milkin tells you it’s true, you can rest assured it most definitely is.” Though Milkin is highly respected as an actor, there is no evidence he has any expertise in the area of water contamination. People are listening to his theory because he is famous, not because he is an expert on the situation. This logical fallacy is an appeal to authority. Therefore **(E)** is correct. In paragraph 4, no one attacks an opponent personally rather than the opponent’s argument. Therefore **(A)** is incorrect. There is no side issue which distracts the audience’s attention from the real issue. Therefore **(B)** is incorrect. There is no circular reasoning, wherein the reader must accept a conclusion which is the same as the premise, or else accept a questionable assumption of the argument. Therefore **(C)** is incorrect. There is no claim that a conclusion should be accepted due to a lack of evidence. Indeed Milkin presents the evidence of the dried pool of Xandersol. Therefore **(D)** is incorrect.

6) **B**

In paragraph 5, we learn that some believe "the RTC is the one at fault." Todd Severs is quoted as saying, "It should be pretty clear to everyone that the RTC is responsible for the disaster. Just take a look at their past record. In the last two years alone, the RTC has incurred 16 citations for noncompliance with federal and state drug testing standards." Here Severs attacks the RTC for the type of corporation it is and for its history of noncompliance. It is an attack on the corporation's reputation rather than a presentation of evidence that the RTC was actually responsible for the leak. Severs focuses on attacking the RTC rather than attacking their argument or presenting a more compelling argument of his own. *Ad hominem* means *against the man* in Latin. In this fallacy, people are led to believe that a person (or in this case, a corporation) is bad, and thus should not be believed about anything. Therefore **(B)** is correct. There is no confusion between causation and correlation in Severs' argument. Therefore **(A)** is incorrect. In paragraph 5, there are no assumptions made about a large group based on an inadequate sample. Therefore **(C)** is incorrect. There is no word or phrase used with multiple meanings in the paragraph. Therefore **(D)** is incorrect. The argument is not mistakenly reduced to only two choices. Therefore **(E)** is incorrect.

7) **A**

resonate (*verb*): to be understood or receive a sympathetic response; to reverberate.

In paragraph 5, we learn that "Severs' statements have begun to resonate with the public" which has led to "growing concern" about RTC's responsibility for the leak. From this context, we can infer that to resonate means to reverberate or be understood and received sympathetically by others. The opposite of being understood or received is to be *reflected*. Therefore **(A)** is correct. *To resonate* can mean to *amplify* sound but that is not how it is used in this context, so *reduce* is not a good antonym here. Therefore **(B)** is incorrect. *To resonate* can also mean to echo, in which case *repeat* would be a synonym, but that is not the case in this context and the question asks for the best antonym. Therefore **(C)** is incorrect. *To renounce* is to give something up. That is not the opposite of being understood. Therefore **(D)** is incorrect. *To reverberate* is a synonym for *resonate*. Therefore **(E)** is incorrect.

8) **C**

In paragraph 5, the RTC claims, "The RTC has been testing the drugs that the people have come to depend on. What is more, we have done it on a shoestring budget. Many of our employees are forced to work under meager circumstances—circumstances that few would put up with unless they weren't so dutifully driven to carry out this noble endeavor. Several of our employees are barely able to clothe their children and put food on the table. In our quest to create safe, helpful, reliable drugs, regardless of the hardships we suffer, it seems we have now become completely unappreciated." Rather than focus on the issue of the argument—whether or not there is any evidence that RTC is responsible for the leak—the statement appeals to the emotions of listeners. The description of the personal difficulties that employees face in their "quest to create safe, helpful, reliable drugs" attempts to lead people to pity these employees, and thus the company. If people pity the company, then they won't accuse it of being responsible for the leak. This logical fallacy is an appeal to pity. Therefore **(C)** is correct. There are no premises to the argument which support a different conclusion than the one actually drawn. Therefore **(A)** is incorrect. There is no appeal to the majority opinion, or the impulse people have to fit in and be liked and therefore go along with the group. Therefore **(B)** is incorrect. There is no information in the paragraph about a chain reaction ending in a dire consequence. Therefore **(D)** is incorrect. There is no side issue which distracts the audience's attention from the real issue. Therefore **(E)** is incorrect.

• Reading Comprehension 2 Level 10

Directions: Read the passage. Then answer the questions below.

However, despite the beliefs of these 17-21 million people, there is no evidence that accidents are more likely to happen on Friday the 13th. On the contrary, some studies have shown there are actually fewer accidents on Friday the 13th. A recent report completed by a Dutch insurance company showed that there were fewer incidents of fires and theft on Fridays that fell on the 13th than on any other Fridays in the same year. It is highly probable that this reduction in accidents owes itself to the fear of Friday the 13th itself. If people are more cautious on Friday the 13th, then there are likely to be fewer accidents.

If, then, there is no significant evidence that Friday the 13th is any more dangerous than any other day of the year, why do friggatriskaidekaphobics remain convinced of its unluckiness? While the historical or folk traditions discussed earlier may have something to do with this belief, people may also use associational links to justify their superstitions. If a friggatriskaidekaphobic loses his wallet on Tuesday the 21st, for example, he would probably not assign any meaning to the date on which this event occurred. If the same individual lost his wallet on Friday the 13th, however, he might be likely to conclude that the inauspicious nature of Friday the 13th was at fault.

Questions

- 1) This passage is most likely an excerpt from
 - A. the case study of a patient suffering from friggatriskaidekaphobia
 - B. the introduction to an article about friggatriskaidekaphobia
 - C. the introduction to a study about the likelihood of accidents occurring on Friday the 13th
 - D. a longer work proving that superstitions are justified by real-world events
 - E. the conclusion of a longer work that analyzes evidence about the superstition of Friday the 13th

- 2) Based on information in the passage, it can be inferred that an earlier section of this passage likely
 - I. featured a personal anecdote about why the author no longer believes that Friday the 13th is unlucky
 - II. provided some explanations about why people might fear Friday the 13th
 - III. introduced the term “friggatriskaidekaphobia”
 - A. I only
 - B. II only
 - C. I and II only
 - D. II and III only
 - E. I, II, and III

3) Which of the following pieces of evidence, if true, would best support the author's argument in paragraph 1?

- In ancient Egypt, the number 13 was actually considered lucky by the pharaohs.
- Major airlines report that there is no significant drop in the number of passengers who fly on Friday the 13th.
- Studies performed in the United Kingdom reveal that significantly fewer people choose to drive their cars to work on Friday the 13th.
- More traffic accidents occur on Fridays than on any other day of the week.
- 50% fewer marriages occur on Friday the 13th than on other Fridays occurring in the same year.

4) According to the example presented in paragraph 2, which of the following logical fallacies is committed by the man who loses his wallet and blames Friday the 13th?

- Post hoc*, characterized by the argument in which two sequential events are said to be causally related, but this is not actually the case; the arguer wrongly concludes that the earlier event cause the later. That is, correlation isn't the same thing as causation.
- Appeal to probability*, characterized by the assumption that because an event could happen, it is inevitable that it will happen.
- Appeal to ignorance*, characterized by the supposition that, due to a lack of conclusive evidence, the conclusion of an argument should be accepted.
- Hasty generalization*, characterized by making assumptions about a whole group or range of cases based on a sample that is inadequate (usually because it is atypical or too small).
- Weak analogy*, characterized by an argument that relies on an analogy between two or more objects, ideas, or situations which aren't really alike in the relevant respects.

5) As used in paragraph 2, which is the best antonym for **inauspicious**?

- predictable
- pleasant
- fortunate
- successful
- honest

Answers and Explanations

1) E

This passage begins *in medias res*, or “in the middle of things.” We know this because the first sentence is: “However, despite the beliefs of these 17-21 million people, there is no evidence that accidents are more likely to happen on Friday the 13th.” Both the word “however” and the phrase “these 17-21 million people” refer back to previous points. Furthermore, paragraph 2 begins, “If, then, there is no significant evidence that Friday the 13th is any more dangerous than any other day of the year, why do friggatriskaidekaphobics remain convinced of its unluckiness?” This sentence signals that the previous points identified “no significant evidence” that Friday the 13th was a particularly dangerous or unlucky day. Based on this information, the passage appears to come at the end of a longer work and seems to analyze evidence about Friday the 13th. This means that the passage is likely an excerpt from the conclusion of a longer work that analyzes evidence about the superstition of Friday the 13th. Therefore (E) is correct. If this passage were an excerpt from a case study, there would likely be mention of a specific individual’s experiences with friggatriskaidekaphobia. The fact that this passage does not feature this element means (A) is incorrect. If this passage were an excerpt from an introduction, it would likely anticipate future points rather than refer back to previous points. This makes (B) incorrect. If this passage were an excerpt from an introduction, it would likely anticipate future points rather than refer back to previous points. Moreover, this passage does not seem to be excerpted from a study about the likelihood of accidents occurring on Friday the 13th, since it cites such a study “by a Dutch insurance company.” This passage analyzes evidence rather than merely presenting evidence. Therefore (C) is incorrect. The information provided in this excerpt does not indicate that the longer work proves that superstitions are justified by real-world events; rather, the author states, “There is no significant evidence that Friday the 13th is any more dangerous than any other day of the year,” leading us to infer that the longer work likely proves this particular superstition is unjustified. This means (D) is incorrect.

2) D

The tone of this passage is informative and formal. The author does not use first-person pronouns (“I” or “we”). An anecdote is a short personal account of an incident or event. Although the author likely does not believe that Friday the 13th is unlucky, there is no evidence in this passage to suggest that the author provided personal information or used first-person pronouns earlier in the passage. There is also no indication that the author once believed that Friday the 13th is unlucky. This eliminates option (I). In paragraph 2, the author refers to “historical or folk traditions discussed earlier” that “may have something to do with this belief.” This information suggests that a previous section of the passage featured some explanations about why people might fear Friday the 13th. This supports option (II). In paragraph 2, the author uses the uncommon term “friggatriskaidekaphobia” without explaining or defining it. Although context helps readers understand what this term means, it is highly unlikely that the author would casually mention such a specific and unfamiliar word here for the very first time without having previously provided some explanation. This supports option (III). Therefore (D) is correct.

3) C

In paragraph 1, the author writes that “some studies have shown there are actually *fewer* accidents on Friday the 13th.” The author attributes this phenomenon to the idea that “if people are more cautious on Friday the 13th, then there are likely to be fewer accidents.” Studies that reveal significantly fewer people choose to drive their cars to work on Friday the 13th would support the idea that people are more cautious on Friday the 13th. We can also infer that if fewer people drive on Friday the 13th, there are likely to be fewer traffic accidents. This supports the author’s argument that because people are more cautious on Friday the 13th, they may actually help prevent accidents on that day. Therefore (C) is correct. The author does not argue that the number 13 is lucky, only that it is not significantly unlucky. This makes (A) incorrect. If people do not avoid flying on Friday the 13th, this would contradict the author’s suggestion that people are more cautious on that day. This means (B) is incorrect. The rate of traffic accidents on Fridays in general is not relevant to this argument, since the author is only concerned with Fridays that fall on the 13th of the month. Therefore (D) is incorrect. A marriage is not generally considered to be an accident, so the fact that 50% fewer marriages occur on Friday the 13th than on other Fridays does not support the idea that people’s caution helps to prevent accidents on Friday the 13th. This means (E) is incorrect.

4) A

In the final paragraph, the author presents the example of a man who attributes the loss of his wallet to Friday the 13th. This man sees the date as the cause of his trouble, not simply a coincidental fact. However, if the man had lost his wallet on Tuesday the 21st, the author speculates that “he would probably not assign any meaning to the date on which this event occurred.” Since the man sees the date of Friday the 13th and the loss of his wallet as causally related when they may actually just be correlated, this is an example of the *Post hoc* fallacy. Therefore (A) is correct. There is no claim that because an event could happen, it is inevitable that it will happen. Therefore (B) is incorrect. There is no claim that a conclusion should be accepted due to a lack of evidence. The man does not argue that Friday the 13th caused his wallet to be lost because there is no evidence to the contrary. Therefore (C) is incorrect. There are no assumptions made about a large group based on an inadequate sample. Therefore (D) is incorrect. There is no analogy or comparison between two things. Therefore (E) is incorrect.

5) C

inauspicious (adjective): suggesting that the future is not very promising or that success is unlikely; unlucky or ominous. In paragraph 2, the author states that if a person who fears Friday the 13th experiences bad luck on Friday the 13th, “he might be likely to conclude that the inauspicious nature of Friday the 13th was at fault.” Throughout the passage, the author discusses the fact that many people are convinced of the “unluckiness” of Friday the 13th, so we can infer that *inauspicious* means unlucky. *Fortunate* is an antonym for unlucky. Therefore (C) is correct. The nature of Friday the 13th, according to the superstition as described in the passage, is not merely unpredictable, but unlucky. This means *predictable* is not an antonym for inauspicious, so (A) is incorrect. Although some people may consider Friday the 13th unpleasant, the superstition as described in the passage is that the day is unlucky. This means *pleasant* is not an antonym for inauspicious, so (B) is incorrect. While people may fear a lack of success on Friday the 13th, this is because they believe the day has an unlucky nature, not specifically an unsuccessful nature. This means *successful* is not an antonym for inauspicious, so (D) is incorrect. The nature of Friday the 13th, according to the superstition as described in the passage, is not dishonest, but unlucky. This means *honest* is not an antonym for inauspicious, so (E) is incorrect.

• Reading Comprehension 3 Level 10

Directions: Read the passage. Then answer the questions below.

Many of the serious health concerns in modern America can be linked to poor diet. People who regularly consume foods high in sodium, sugar, and saturated fats not only increase their chances of obesity, but also increase their risks of developing heart disease, hypertension, diabetes, and several types of cancer. Although some people who regularly consume unhealthy foods do so knowingly, there is also a significant portion of the population that remains undereducated about proper nutrition. What is more, individuals who live in food deserts—areas in low-income neighborhoods that lack easy access to healthy, affordable food—may not even have the opportunity to obtain nutritious food. Although there have been some recent government efforts to reduce the number of food deserts, more community-based efforts should be encouraged and supported.

Food deserts are located in high-poverty areas, such as sparsely populated rural areas or densely populated, low-income urban centers. Food deserts most often develop when major supermarket chains either relocate out of these areas or simply refrain from building stores there in the first place. Major food retailer chains tend to limit their store locations to wealthier urban or suburban neighborhoods. This means that those who live in high-poverty areas often also live miles away from the fresh meats, dairy products, and produce available at supermarkets. Residents of these areas who do not have cars are thus forced to travel long distances on public transportation to do their grocery shopping, or else they are limited to the food available at local convenience stores and gas stations. These types of food retailers often only sell packaged, processed foods that offer little nutritional value.

Furthermore, fast food restaurants are disproportionately concentrated in low-income areas; recent estimates suggest that those living in the poorest areas of a city experience 2.5 times more exposure to fast food restaurants than the wealthiest inhabitants of the city. Because individuals who live in food deserts tend to get their meals from fast food restaurants or convenience stores, they often suffer from a variety of health issues. Research has found that individuals who live in low-income neighborhoods are much more likely to develop problems with obesity, diabetes, and hypertension than those who live in more affluent neighborhoods.

A solution to the problem of food deserts seems obvious: more supermarkets should be built in low-income neighborhoods. The problem with this solution, of course, is that it is difficult to lure supermarket chains into poor areas. Because poorer people have less money to spend on food, supermarket chains do not consider them to be attractive customers. One way that the government can help to offset this issue is by offering tax breaks or other incentives for supermarkets in low-income areas. In 2010, the Obama administration implemented the Healthy Food Financing program, which is a set of initiatives designed to help bring grocery stores into areas currently designated as food deserts.

While this federal program is a commendable effort to improve low-income residents' access to healthy food, local initiatives often have a stronger and more immediate impact. Community gardens, independent food stores, co-ops, and farmers' markets are all examples of local initiatives that can substitute for or supplement the opening of a major chain supermarket. Despite the time, dedication, and funds required for community members to initiate such programs, these efforts can be incredibly beneficial, not only in providing people with access to healthier foods, but also in instilling a sense of community in the residents of these neighborhoods.

Questions

- 1) Which of the following would be the best title for the passage?
 - A. Supermarkets' Contributions to Obesity in America
 - B. The Dangers of Fast Food
 - C. Food Deserts: the Problem and the Solutions
 - D. Food Deserts and Rural America
 - E. Inconvenience Stores: Why Processed Food Will Kill You

2) Based on information in the passage, it can be inferred that if supermarkets opened locations in more low-income areas,

- members of low-income households would not be likely to go there because they are not concerned with eating healthy foods
- the supermarkets would be unable to compete with the fast food chains located in low-income areas
- the convenience stores in the area would likely be put out of business because of increased competition with grocery stores
- the health of low-income residents would be more likely to improve, as residents would have easier access to healthy food
- there would be an increase in community spirit among members of low-income neighborhoods

3) Which of the following pieces of evidence, if true, would best support the author's argument in paragraph 3?

- A study completed in 2010 shows that the farther a low-income housing development is from a supermarket, the more likely residents of that development are to have a higher body mass index, which is linked to being overweight or obese.
- On average, energy-dense "junk foods" cost \$1.76 per 1000 calories, while low-energy, but nutrient-dense foods like fresh produce cost \$18.16 per 1000 calories.
- Access to healthy foods has become especially difficult for those living in the largely black and Latino neighborhoods of cities like Los Angeles, Memphis, Chicago, and Detroit. Some experts estimate that nearly 50% of Detroit's 900,000 residents live in a food desert.
- Research shows that Americans who live in Appalachia and the South are the least likely to be physically active in their leisure time. In many counties in that region, more than 29% of adults report getting no physical activity other than at their regular job.
- In the United States, 34% of the current adult population is overweight, another 34% is obese, and an additional 5.7% is extremely obese. That means almost three quarters of the adults in the United States are heavier than they should be.

4) As used in paragraph 3, which is the best synonym for **affluent**?

- healthy
- updated
- corrupt
- distant
- wealthy

5) Based on information in the passage, it can be inferred that the author considers major supermarkets to be

- more interested in increasing their profits than in helping people
- unwilling to build new stores in low-income neighborhoods despite incentives offered by the Healthy Food Financing program
- guiltier than fast food restaurants of contributing to the obesity epidemic

- I only
- II only
- I and II only
- II and III only
- I, II, and III

6) As used in paragraph 5, which is the best synonym for **commendable**?

- useless
- praiseworthy
- essential
- superficial
- unique

Answers and Explanations

1) C

A good title captures the main idea of a passage and lets readers know what to expect should they continue reading. Paragraph 1 identifies food deserts as a contributing factor to America's health problems. Paragraph 2 describes how food deserts develop. Paragraph 3 links food deserts to health problems in low-income neighborhoods. Paragraph 4 addresses pitfalls of the obvious solution to food deserts. Paragraph 5 offers an alternate, community-based solution to the problem of access to healthy food. From this overview, we can understand that the main purpose of the passage is to identify the problem of food deserts and to discuss a few potential solutions. The title "Food Deserts: the Problem and the Solutions" captures this main idea. Therefore **(C)** is correct. The topic of supermarkets' contributions to obesity in America is too narrow to capture the main idea of the passage, so **(A)** is incorrect. The topic of the dangers of fast food is too narrow to capture the main idea of the passage, so **(B)** is incorrect. The passage discusses food deserts not just in rural America but also in low-income urban areas, so **(D)** is incorrect. The topic of convenience stores and processed food is too narrow to capture the main idea of the passage, so **(E)** is incorrect.

2) D

The author writes in paragraph 2 that food deserts in low-income areas are primarily the result of supermarket chain flight from these areas. Because supermarkets are located miles away from low-income neighborhoods, residents have to travel long distances to get healthy food, or else settle for food from fast food restaurants and convenience stores. In paragraph 3, the author explains that people who have a difficult time accessing supermarkets are more likely to suffer diet-related health problems. The author states, "Research has found that individuals who live in low-income neighborhoods are much more likely to develop problems with obesity, diabetes, and hypertension than those who live in more affluent neighborhoods." Based on this information we can infer that if supermarkets opened more locations in low-income areas, then the health of the residents would be more likely to improve because they would have easier access to healthy food. Therefore **(D)** is correct. The author does not address whether members of low-income households would or would not be likely to go to supermarkets if more convenient locations opened. This means **(A)** is incorrect. The author does not provide evidence to suggest that supermarkets would have a problem competing with fast food chains in these areas, so **(B)** is incorrect. The author does not provide evidence to suggest that supermarkets would put convenience stores out of business, so **(C)** is incorrect. In paragraph 5, the author states that community-based efforts to improve access to healthy food can increase community spirit, but a new supermarket location is not what the author defines as a community-based effort. This means **(E)** is incorrect.

3) A

In paragraph 3, the author states, "Because individuals who live in food deserts tend to get their meals from fast food restaurants or convenience stores, they often suffer from a variety of health issues." Later in the paragraph the author adds, "Individuals who live in low-income neighborhoods are much more likely to develop problems with obesity, diabetes, and hypertension than those who live in more affluent neighborhoods." From this we can understand that the author's main argument in paragraph 3 is that people who live in food deserts have more health problems than people who have greater access to healthy foods. A study proving that living farther away from a supermarket is linked to having a higher body mass index would provide supporting evidence for this idea. Therefore **(A)** is correct. The author is not concerned with the cost of healthy food versus junk food, but the access to healthy food versus junk food. This means **(B)** is incorrect. Data showing how many people in American cities live in food deserts provides support for the argument that food deserts are a problem. However, in paragraph 3, the author specifically argues that food deserts are linked to health problems. This means **(C)** is incorrect. The author does not address physical activity as it relates to health problems in paragraph 3, so **(D)** is incorrect. The number of people in the United States who are heavier than they should be is data to support the idea that obesity is a health problem. However, in paragraph 3, the author specifically argues that food deserts are linked to health problems. This means **(E)** is incorrect.

4) E

affluent (adjective): prosperous, wealthy, or well-off.

In paragraph 3, the author writes: "Research has found that individuals who live in low-income neighborhoods are much more likely to develop problems with obesity, diabetes, and hypertension than those who live in more affluent neighborhoods." Based on context, we can infer that affluent neighborhoods are not low-income neighborhoods. From this we can infer that a good synonym for **affluent** is **wealthy**. Therefore **(E)** is correct. It would not make sense to claim that individuals in low-income neighborhoods are more likely to have certain health problems than those who live in more **healthy** neighborhoods. We know the word "affluent" is used in contrast to the word "low-income." Therefore **(A)** is incorrect. The author does not comment on whether the neighborhoods are outdated or updated, so **(B)** is incorrect. The word "affluent" is used in contrast to "low-income," so it does not indicate whether or not a neighborhood is **corrupt**. This makes **(C)** incorrect. Although in other parts of the passage the author addresses the distance a neighborhood is from a supermarket, in this sentence the author only discusses income level and health problems. This means that affluent does not mean **distant**. Therefore **(D)** is incorrect.

5) A

In paragraph 2, the author states that supermarket chains relocate their stores from low-income neighborhoods or do not build stores there in the first place. In paragraph 4, the author states that it is "difficult to lure supermarket chains into poor areas" because poorer people do not spend as much money on food. From this we can infer that the author considers major supermarkets to be more interested in making profits than in helping people. This information supports **option (I)**. In paragraph 4, the author states that "the Healthy Food Financing program...is a set of initiatives designed to help bring grocery stores into areas currently designated as food deserts." However, the author never discusses supermarket chains' responses to incentives offered by the program. This eliminates **option (II)**. The author does not make any judgments about supermarkets being guiltier than fast food restaurants of contributing to the obesity epidemic. This eliminates **option (III)**. Therefore **(A)** is correct.

6) B

commendable (adjective): worthy of praise; laudable.

In paragraph 5, the author writes: "While this federal program is a commendable effort to improve low-income residents' access to healthy food, local initiatives often have a stronger and more immediate impact." From this information we can understand that author thinks the federal program is a good idea, but that community efforts could be even more effective. Based on this we can infer that *commendable* means something positive or *praiseworthy*. Therefore **(B)** is correct. *Useless* means without worth or use, but the author thinks the federal program is worthwhile. This means **(A)** is incorrect. *Essential* means necessary or crucial, but the author does not indicate that the federal program is crucial. Instead, the author suggests that community-based efforts may be more effective. This means **(C)** is incorrect. *Superficial* is a negative word meaning shallow or not thorough, but the author is offering some praise of the federal program. Since commendable is a positive word, **(D)** is incorrect. *Unique* means one-of-a-kind or original. However, the author does not offer information about whether the federal program is an original program, so **(E)** is incorrect.

• Reading Comprehension 4 Level 10

Directions: Read the passage. Then answer the questions below.

This November, I encourage the people of Arkansas to vote NO on a referendum to repeal the state's motorcycle helmet law. The state's current helmet law saves hundreds of lives per year, and it is senseless that people should be injured or killed merely because they are too vain to wear a helmet. Furthermore, helmet laws help to reduce public expenditures on health care and have even been shown to deter motorcycle theft. For these reasons, the citizens of Arkansas must oppose this referendum.

One hardly needs to appeal to statistics to show that helmets protect motorcyclists against injury or death. For those who are **skeptical**, however, the National Highway Traffic Safety Administration (NHTSA) calculates that in an accident helmets reduce the likelihood of fatal injury by 29%. After California passed its helmet law in 1992, that state saw motorcycle-related fatalities decrease by 37% in a single year. These statistics are impossible to ignore. If motorcyclists wish to protect themselves against injury and death, they should wear a helmet whenever they ride.

Many opponents of the helmet law agree that helmets save motorcyclists' lives, but insist that the decision to wear a helmet should be left to the individual rider. Perhaps this argument would be valid if motorcyclists were the only ones negatively affected by their decision, but this is not the case. A 2002 study by the NHTSA concluded that only about half of all injured motorcyclists were properly insured, which means many of these riders likely relied on public funds to subsidize their healthcare costs. If the citizens of Arkansas choose to repeal the helmet law, we can expect these costs to rise significantly, and at a time when our state is in a financial crisis.

Helmet laws can also help reduce motorcycle theft. Few thieves think to bring a helmet with them when they steal a motorcycle, which makes them much easier for police to spot. In addition to making it easier to apprehend motorcycle thieves and recover stolen bikes, evidence shows that helmet laws can deter motorcycle theft from happening in the first place. After Texas enacted a statewide helmet law, cities there saw rates of motorcycle theft drop by up to 44%. A drop in the rates of motorcycle theft directly reduces law enforcement expenses related to this crime, which is another benefit to all citizens.

Opponents of the helmet law offer two main arguments. First, the law's detractors argue that properly educating riders is the best way to avoid accidents. I agree entirely; all motorcycle riders should be properly educated and should ride their bikes responsibly. Some accidents, however, are unavoidable, and as I have argued, helmets significantly reduce health care expenditures associated with all accidents. Second, opponents argue that helmet laws infringe on their personal freedom. Again, I agree that the government should avoid constraining individual choice whenever possible, but as I have shown, the decision to wear a helmet does not affect only the rider, so this issue is not a simple matter of individual liberty. The government must not allow a few individuals to make society bear the burden of their irresponsible choices.

In a perfect world, helmet laws would not be necessary because all riders would wear them voluntarily. However, we do not live in a perfect world. Therefore we must require motorcyclists to make this socially responsible decision. As I have argued, helmet laws not only benefit motorcyclists, but all citizens. Please join me this November in voting NO on the referendum to repeal the state helmet law.

Questions

- 1) As used in paragraph 2, which is the best antonym for **skeptical**?
 - A. doubtful
 - B. trustworthy
 - C. sympathetic
 - D. gullible
 - E. perceptive
- 2) Which of the following statements, if true, would provide the strongest evidence against the author's claims in this passage?
 - A. Studies show that over 80% of motorcyclists wear a helmet even when not required to do so by law.
 - B. After enacting its helmet law, Wisconsin saw no significant decrease in healthcare costs related to motorcycle injuries.
 - C. Automobiles are a much more common target for theft than motorcycles.
 - D. Only about 15% of motorcycle accidents can be attributed to negligence on the part of the motorcyclist.
 - E. Even in states with helmet laws, as many as 10% of motorcyclists elect not to wear a helmet.
- 3) The main purpose of paragraph 5 is to
 - A. expose the logical flaws in potential counterarguments
 - B. assert that the helmet law does not encroach upon personal freedom
 - C. emphasize the importance of rider education in preventing motorcycle accidents
 - D. prove that the author shares common ground with opponents of the law
 - E. underscore the author's claim that irresponsible motorcyclists cost everyone money
- 4) The tone of the author can best be described as
 - A. fiery
 - B. rigid
 - C. coercive
 - D. firm
 - E. sly
- 5) Which of the following statements can be described as one of the author's unstated assumptions?
 - A. Motorcyclists should be properly educated and should ride responsibly.
 - B. Helmets help to prevent injury in only the most serious motorcycle accidents.
 - C. Motorcycle theft is a major problem in Arkansas.
 - D. Individuals are responsible for ensuring their own safety and protection when the government fails to do so.
 - E. Individuals should be responsible for the costs of their own medical care if they bear some responsibility for their injuries.

Answers and Explanations

1) **D**

skeptical (adjective): not easily convinced; having doubts or reservations.

In paragraph 2, the author writes, “One hardly needs to appeal to statistics to show that helmets protect motorcyclists against injury or death.” He or she then relates a series of statistics that support the point that helmets protect motorcyclists, “for those who are skeptical.” The author notes that most people do not need statistical evidence to believe that helmets protect motorcyclists, but he or she relates those statistics anyway for the benefit of people who are *skeptical*. From this information the reader can infer that a person who is skeptical does not believe things easily or is doubtful. The word *gullible* applies to someone who believes things too readily, so it is a good antonym for skeptical. Therefore **(D)** is correct. *Doubtful* is a synonym for skeptical, so **(A)** is incorrect. If a person is *trustworthy*, he or she is able to be trusted. This does not mean that the person necessarily trusts others easily, so **(B)** is incorrect. A person who is *doubtful* is not necessarily hostile to an idea, merely questioning. This means *sympathetic* is not a good antonym for skeptical, so **(C)** is incorrect. A person who does not believe things easily does not necessarily lack perception, so *perceptive* is not a good antonym for skeptical. This means **(E)** is incorrect.

2) **B**

In the final paragraph, the author exposes one of his or her key assumptions: that wearing a helmet is a “socially responsible decision.” While the author does note that the helmet law benefits motorcyclists, much of his or her argument rests on the idea that the helmet law benefits “all citizens,” not just motorcyclists, because the helmet law reduces public healthcare expenditures for uninsured, injured motorcyclists. The strongest evidence against the author’s claims would call these larger benefits to society into question. If one could prove that helmet laws did not significantly reduce public health care expenditures related to motorcycle accidents in Wisconsin, then the author would have to admit that wearing a helmet is not such a matter of social responsibility, as he or she claims, but rather a choice that only affects the individual rider. Therefore **(B)** is correct. Proving that 80% of motorcyclists wear a helmet voluntarily might weaken the author’s argument that the helmet law is necessary, but the author’s points about health care expenditures and motorcycle theft would still apply to the remaining 20% of riders who do not wear a helmet. Since the expenditures related to these riders would still exist, the author’s argument would still be valid. This means **(A)** is incorrect. The author does not claim that motorcycle theft is as common as automobile theft, only that a helmet law would help to reduce motorcycle theft and the law enforcement expenses associated with it. This point would remain valid regardless of the proportion of motorcycle theft to automobile theft. Therefore **(C)** is incorrect. The author notes in paragraph 5 that he or she agrees with the argument that rider education is the best way to prevent motorcycle accidents. However, the author also argues that some accidents are “unavoidable.” As the author notes, the cost of health care expenses does not depend on who is at fault in the accident, so **(D)** is incorrect. Proving that 10% of riders elect not to wear a helmet even when required to do so by law might weaken the author’s argument, because it suggests that helmet laws are not completely effective. However, the author does not make any claims about how many riders in states without helmet laws elect not to wear a helmet, so this piece of evidence does not directly contradict any of the author’s points. Furthermore, the author could still argue that reducing the number of riders without a helmet is a worthy goal, even if the number does not decrease to zero. Therefore **(E)** is incorrect.

3) **A**

The first sentence of paragraph 5—“Opponents of the helmet law offer two main arguments”—informs the reader that, in this paragraph, the author will address counterarguments to his or her claim. The author addresses two specific counterarguments: that rider education is the best way to prevent accidents and that requiring riders to wear a helmet restricts riders’ personal freedom. The author agrees with the basic premise of each of these arguments, but goes on to critique the logic that leads from these premises to the conclusion that the helmet law should be repealed. This means that the main purpose of paragraph 5 is to expose the logical flaws in potential counterarguments. Therefore **(A)** is correct. While the author agrees in paragraph 5 that “the government should avoid constraining individual choice whenever possible,” the author’s larger intent is to prove that the helmet law’s restriction of individual choice is justified by the law’s benefits for the larger community. Moreover, this is only one of the ideas presented in the paragraph. The author also examines the argument that rider education is the best way to prevent accidents. A statement of the paragraph’s main purpose should explain not just one of the paragraph’s ideas, but provide a reason why all of the ideas are in the paragraph. Therefore **(B)** is incorrect. The author agrees in paragraph 5 that rider education can prevent accidents, but this is only one of the ideas presented in the paragraph. A statement of the paragraph’s main purpose should explain not just one of the paragraph’s ideas, but provide a reason why all of the ideas are in the paragraph. Therefore **(C)** is incorrect. The author does attempt to establish common ground with opponents of the law by agreeing with two of their basic premises. However, the main purpose of the paragraph is not simply to agree with opponents of the law, but to show why their arguments are logically invalid. The reader can determine this because after the author agrees with the basic premises of the counterarguments, he or she goes on to identify why these premises do not logically lead to a justification of the repeal of the helmet law. Therefore **(D)** is incorrect. In paragraph 5, the author reiterates his or her claim that the general public bears part of the financial burden for motorcycle accidents. In this paragraph, however, this claim is presented as a supporting detail rather than the main idea, so it is an inadequate statement of the paragraph’s main purpose. This means **(E)** is incorrect.

4) **D**

Throughout the passage, the author states his or her points clearly and directly. In the first and final paragraphs in particular, the author states exactly what he or she would like the reader to do: vote no on the referendum. The author even capitalizes the word “NO” in order to emphasize this point. He or she also uses logic rather than emotion to argue this claim. The author is firm and confident about his or her position and argues for it in no uncertain terms, so we can describe the tone as firm. Therefore **(D)** is correct. A fiery tone implies a style of rhetoric that expresses intense emotion. Since the author of this passage does not attempt to persuade the reader with emotion, but instead with logic, **(A)** is incorrect. While the author’s tone is firm, a rigid tone implies an unwillingness or inability to consider other viewpoints. Particularly in paragraph 5, when addressing counterarguments to the main claim, the author shows that he or she has carefully considered the counterarguments and looked for common ground with opponents. This shows some flexibility, so **(B)** is incorrect. While the author is attempting to persuade the reader, a coercive tone

implies the use of force or deception in order to convince. The author does not use these methods, so **(C)** is incorrect. A sly tone implies the use of deception or trickery in order to persuade. In this passage, the author relies primarily on logic to persuade the reader, and the arguments are clearly stated and straightforward. Therefore **(E)** is incorrect.

5) **E**

Throughout the passage, the author argues that it is unfair that the public bears the healthcare costs associated with motorcycle accidents in which the rider did not wear a helmet. Though the author does not state it directly, implicit in this argument is the assumption that individuals should be responsible for paying their own healthcare costs when they are in an accident if they bear some responsibility for their injuries. Therefore **(E)** is correct. The author does agree that educating motorcyclists is important. As he or she states in paragraph 5, “all motorcycle riders should be properly educated and should ride their bikes responsibly.” While the author agrees with this statement, he or she acknowledges it explicitly. Therefore it is not an unstated assumption, so **(A)** is incorrect. The author does not make any assumption about the types of motorcycle accidents in which helmets help to prevent injury, so **(B)** is incorrect. The author does not make any assumption about whether motorcycle theft is a major or minor problem in Arkansas, so **(C)** is incorrect. The author may agree with the statement that individuals should be responsible for ensuring their own safety and protection. However, the author notes in paragraph 5 that some accidents are “unavoidable.” In addition, the author’s opposition to the helmet law is based on his or her belief that individuals cannot or will not ensure their own safety and protection, and therefore they need a law requiring them to wear helmets. This means the author does not assume that individuals are responsible for ensuring their own safety and protection when the government fails to do so. This makes **(D)** incorrect.



• Reading Comprehension 5 Level 10

Directions: Read the passage. Then answer the questions below.

The destructive process of mountaintop removal mining (MTR) has caused permanent damage to Appalachia. Although the law requires that mining companies restore the mountaintops after the mining has been completed, the 1.5 million acres of mountains that have already been removed cannot be regrown, re-built, or replaced. The companies do secure the rock formations to prevent erosion and landslides, but their efforts cannot recreate the once-beautiful mountain landscape. Furthermore, while companies are usually **vigilant** about securing the rock formations, they seem less interested in restoring the native vegetation. MTR operations clear enormous tracts of forest; some experts estimate that over 2000 square miles of forests in the Appalachian region will have been razed by mining companies by 2012. Instead of replanting the native trees and shrubs that have been cleared, many companies opt to plant cheap, fast-growing, non-native plants, such as ***Lespedeza cuneata***, which is officially classified by the USDA as an invasive weed.

Environmental hazards are not only created in preparing a mountaintop for mining, they also continue once the coal has been extracted. After the blast, the excess mountaintop—which miners refer to as “overburden”—is usually dumped into nearby valleys or streams. The overburden contains a variety of toxic substances, including explosive residue, silica, and coal dust. These substances are filled with sulfur, lead, mercury, and other chemicals. Over 700 miles of streams in Appalachia have been contaminated by this dumping. Although the mining companies have built structures known as “sludge dams” that are intended to contain the toxic runoff, these dams can burst or leak, sending thousands of gallons of toxic chemicals into municipal drinking water.

While the Endangered Species Act, the Clean Water Act, and other environmental protection bills can theoretically be enforced to protect Appalachia, local lawmakers have been reluctant to take action for fear of upsetting those who believe that the jobs created by MTR are vital to the community. However, instead of bringing jobs and prosperity to poor Appalachian communities, MTR companies actually bring destruction and poverty. MTR does not involve the amount of human labor required by traditional subsurface mining. Despite the fact that coal production has increased between 1950 and 2004, the human labor force working in these mines has drastically decreased. In the 1950's, there were approximately 130,000 people employed by the mining companies; by 2004, that number had dwindled to 16,000. Moreover, while the coal companies may make enormous profits from MTR, Appalachian communities located near the mines suffer increased rates of kidney cancer, brain cancer, lung cancer, chronic pulmonary disorders, hypertension, and vision problems. A variety of studies published in top medical journals link these health problems to the fact that the victims lived in close proximity to the mines.

Questions

- 1) This passage would most likely be found in
 - A. the introduction to a larger work on the history of Appalachia
 - B. the conclusion to a study on the links between coal mining and health problems
 - C. a chapter of a coal miner's autobiography
 - D. a section providing supporting evidence in a larger work on MTR
 - E. a section evaluating the results of a previously proposed course of action in a larger work on MTR
- 2) As used in paragraph 1, which is the best antonym for **vigilant**?
 - A. cowardly
 - B. frustrated
 - C. displeased
 - D. careless
 - E. annoyed
- 3) Based on information in the passage, it can be inferred that the author
 - A. used to be employed by an MTR company, but left because he or she was frustrated with its environmental practices
 - B. is more concerned about the environment than he or she is about human lives
 - C. believes that MTR companies care little for the environment or for the Appalachian community
 - D. works for an environmental protection group or agency
 - E. thinks that the United States should stop relying on coal power as a source of energy
- 4) Which of the following statements from the passage represents an opinion, as opposed to a fact?
 - A. "Although the mining companies have built structures known as 'sludge dams' that are intended to contain the toxic runoff, these dams can burst or leak, sending thousands of gallons of toxic chemicals into municipal drinking water."
 - B. "However, instead of bringing jobs and prosperity to poor Appalachian communities, MTR companies actually bring destruction and poverty."
 - C. "The overburden contains a variety of toxic substances, including explosive residue, silica, and coal dust."
 - D. "While the coal companies may make enormous profits from MTR, Appalachian communities located near the mines suffer increased rates of kidney cancer, brain cancer, lung cancer, chronic pulmonary disorders, hypertension, and vision problems."
 - E. "MTR operations clear enormous tracts of forest; some experts estimate that over 2000 square miles of forests in the Appalachian region will have been razed by mining companies by 2012."
- 5) In paragraph 1, the author mentions *Lespedeza cuneata* in order to
 - A. provide an example of the natural vegetation that grew on the mountains before MTR companies cleared the forests
 - B. identify one type of plant that is likely to flourish on the newly-blasted mountaintops
 - C. justify the reasoning behind the MTR companies' decision to plant a non-native species where the forests once were
 - D. convince readers that the MTR companies' attempts at replanting the forests may not be perfect, but they do represent a respectable effort
 - E. argue that the MTR companies are more interested in saving money than addressing the damage they have caused to the environment

6) According to the passage, the way in which MTR companies dispose of the overburden is hazardous because

- I. the mining companies continue extracting coal from the overburden, thus putting additional pressure on the environment
- II. the sludge dams are not a failsafe containment system
- III. MTR companies often dump toxic waste directly into the municipal water supply

- A. I only
- B. II only
- C. I and II only
- D. II and III only
- E. I, II, and III

7) Which piece of evidence, if true, would best strengthen the author's argument in the final paragraph?

- A. Mining counties in West Virginia are some of the poorest in the nation.
- B. Less than 8% of the coal produced in the United States of America comes from MTR operations in the Appalachian Mountains. More than 400 mountaintops in Appalachia have been destroyed for this coal.
- C. MTR is a wholly unsustainable process; the reserves of coal located in the Appalachian Mountains will likely last less than 20 more years.
- D. The Appalachian forests are home to one of the highest concentrations of biodiversity in North America; animals that call Appalachia home include flying squirrels, freshwater mussels, and more different types of salamanders than can be found in one place anywhere else on earth.
- E. Explosives detonated at strategic points along the summit can remove up to 400 vertical feet of mountain tops to reveal the rich coal seams below.

Answers and Explanations

1) D

In this passage, the author provides evidence that MTR operations harm the environment and cause health problems for people living near MTR sites. These pieces of evidence are likely being used in a section to support a larger argument about MTR, such as that it is dangerous for the environment and human beings. Therefore **(D)** is correct. If this passage were found in an introduction, it would likely focus more on introducing the topic and providing background information instead of on providing specific evidence. Also, the history of Appalachia is a very broad topic. This passage focuses more narrowly on MTR. This means **(A)** is incorrect. If this passage were found in a conclusion, it would likely do more to give closure on the topic, such as providing a restatement of the thesis, a synthesis of the main ideas, and then a final call to action or further thought. Also, although the author mentions the links between coal mining and health problems, the author is equally concerned with the links between coal mining and environmental damage. This makes **(B)** incorrect. There are no personal or autobiographical details that would suggest this to be an excerpt from an autobiography, so **(C)** is incorrect. There is no evaluation of results of a previously proposed course of action in this passage, so **(E)** is incorrect.

2) D

vigilant (adjective): watchful and alert, especially to guard against danger or errors; cautious or observant.

In paragraph 1, the author notes that “while companies are usually vigilant about securing the rock formations, they seem less interested in restoring the native vegetation.” Based on this information, we can understand that the author recognizes that the companies make sure they secure the rock formations in a careful manner, but he or she criticizes them for not showing the same amount of care in restoring the vegetation. Since *vigilant* means careful, a good antonym is *careless*. Therefore **(D)** is correct. *Cowardly* means lacking courage. The author does not suggest that the companies are courageous, only that they are careful. This means **(A)** is incorrect. *Frustrated* means not satisfied or defeated. The author does not suggest that companies are satisfied with the results of securing the rock formations, but rather that they are interested in and therefore careful about securing them. This makes **(B)** incorrect. *Displeased* means not pleased or happy. The author does not suggest that the companies are pleased with the results of securing the rock formations, but rather that they are interested in and therefore careful about securing them. This makes **(C)** incorrect. *Annoyed* means irritated or discontent. The author does not suggest that the companies are content with the results of securing the rock formations, but rather that they are interested in and therefore careful about securing them. Therefore **(E)** is incorrect.

3) C

Throughout the passage, the author depicts MTR companies as so focused on making profits that they ignore the damage they have done to the environment and the dangers they are posing to human health. In paragraph 1, the author writes that MTR companies have “caused permanent damage to Appalachia.” As an example of the companies’ disregard for the environment, the author notes that instead of restoring the native vegetation to the mountains, “many companies opt to plant cheap, fast-growing, non-native plants, such as *Lespedeza cuneata*, which is officially classified by the USDA as an invasive weed.” From this information we can infer that the author believes that the companies would rather plant something cheap and convenient than something native that would sustain the natural ecosystem of the area, and thus he or she believes these companies care little for the environment. In paragraph 3, the author claims that the MTR companies do not provide many jobs to local residents, and that “while the coal companies make enormous profits from MTR, Appalachian communities located near the mines suffer increased rates of kidney cancer, brain cancer, lung cancer, chronic pulmonary disorders, hypertension, and vision problems.” Based on this information, we can infer that the author believes that the MTR companies care little for the Appalachian community. Therefore **(C)** is correct. The author obviously cares about the environment, but there is no evidence in the passage that he or she worked at a MTR company. This means **(A)** is incorrect. The author is concerned about the environment, but he or she demonstrates equal concern for human lives in paragraph 3 by discussing the health problems and economic issues affecting those who live near MTR sites. This eliminates **(B)**. The author obviously cares about the environment, but there is no evidence in the passage that he or she works for an environmental group. This makes **(D)** incorrect. The author may indeed think the United States should stop relying on coal power as a source of energy, but he or she never mentions or implies this in the passage. Therefore **(E)** is incorrect.

4) B

A fact is something known to exist or be true as a result of experience or observation. Facts can be proven. An opinion is a belief or judgment that rests on grounds insufficient to produce complete certainty, such as an emotion or personal bias. Opinions cannot be proven true or false. For example, it is a *fact* that roses are flowers, but an *opinion* that roses smell nice. The author claims in paragraph 3: “However, instead of bringing jobs and prosperity to poor Appalachian communities, MTR companies actually bring destruction and poverty.” The belief that MTR companies bring “destruction and poverty” is a judgment that rests on the author’s interpretation of the facts. A proponent of MTR could dispute this opinion, claiming that MTR companies bring “jobs and prosperity.” Since this statement is an opinion, not a fact, **(B)** is correct. Choices **(A)**, **(C)**, **(D)**, and **(E)** all contain facts based on experience or observation. These statements can be proven. Therefore they are incorrect.

5) E

In paragraph 1, the author argues that while MTR companies have secured the rock formations to prevent erosion, they have not done enough to restore the destroyed vegetation. The author states that “instead of replanting the native trees and shrubs that have been cleared, many companies opt to plant cheap, fast-growing, non-native plants, such as *Lespedeza cuneata*, which is officially classified by the USDA as an invasive weed.” The author argues that by planting a cheap, fast-growing, invasive weed on the mountaintop instead of the native plants they have destroyed, the MTR companies have shown that they are more interested in saving money than actually replacing the forests. Therefore **(E)** is correct. *Lespedeza cuneata* is not a plant that naturally grew on the mountains before MTR companies cleared the forests, so **(A)** is incorrect. Although the author states that companies “opt to plant” *Lespedeza cuneata*, and that it is “fast-growing,” that does not indicate that this plant is likely to flourish, or grow very well, on the newly-blasted mountaintops. This means **(B)** is not the best choice. The author implies that the MTR companies decide to

plant a non-native species because it is “cheap” and “fast-growing,” but the author criticizes this reasoning rather than justifies it. This means **(C)** is incorrect. The author is critical of the MTR companies’ attempts at replanting the forests, so he or she does not imply that they represent a respectable effort. This eliminates **(D)**.

6) **B**

The author does not suggest that the mining companies continue extracting coal from the overburden, which eliminates **option (I)**. In paragraph 2, the author writes that the overburden, which is filled with toxic chemicals, often ends up in nearby valleys or streams. The companies attempt to contain this material through “sludge dams,” but these dams can burst or leak, releasing the toxins into the municipal water supply. This means that the sludge dams are not a failsafe containment system. This supports **option (II)**. The author does not suggest that the MTR companies intentionally dump the waste into the city’s drinking water. This eliminates **option (III)**. Therefore **(B)** is correct.

7) **A**

The author’s primary argument in paragraph 3 is that “instead of bringing jobs and prosperity to poor Appalachian communities, MTR companies actually bring destruction and poverty.” The author states that contrary to what proponents of MTR claim, these companies do not actually provide “jobs and prosperity.” To support this argument, the author could include a piece of evidence stating that mining counties in West Virginia are some of the poorest in the nation. One might ask: If MTR companies claim to boost the economy in places where they operate, then why are the West Virginia mining communities among the poorest in the nation? This piece of evidence would discredit the argument that MTR companies bring “jobs and prosperity” to poor Appalachian communities, thus strengthening the author’s own argument that the companies bring “destruction and poverty.” Therefore **(A)** is correct. The primary argument in paragraph 3 is about destruction to communities, not destruction to the environment, so **(B)** is incorrect. The author does not argue in paragraph 3 that MTR is unsustainable as a practice, so **(C)** is incorrect. The primary argument in paragraph 3 is about destruction to communities, not destruction to the environment, so **(D)** is incorrect. The primary argument in paragraph 3 is about destruction to communities, not the logistics of MTR. This makes **(E)** incorrect.

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